CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS
ASSOCIATION CANADIENNE DES PROFESSEURS D'UNIVERSITÉ

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Bennett government squeeze provoking hostility, lowering morale

Headhunters lure top academics out of B.C.

by Michelle Morissette

Some of British Columbia's brightest academics are departing for greener pastures and others are considering leaving because of the degenerating political and financial climate pervading the universities here.

Officials in many departments at the University of British Columbia and Simon Fraser University say many more faculty members than usual are seriously considering attractive offers now being made by headhunters — recruiters — from Canadian, American and even British universities.

And, they add, the universities are seriously concerned many will accept offers they might refuse under more pleasant circumstances, thus creating a snowball effect.

"If you have any kind of reputation you are always going to have recruiters trying to get your best and your brightest," says Bob Smith, vice-president academic at UBC. "But when word gets out that a university is in trouble, that's when you get headhunters in even bigger numbers."

"This year it's quite serious and the problem now is that more people are considering using their options because of what they perceive to be a poor situation here with better opportunities elsewhere."

"What distresses us is that we're seriously constrained on the replacement side, especially in the high demand areas."

Officials at both universities say that all the players in the recruiting game are fully aware that both UBC and SFU face more budget cuts, that salaries at UBC are frozen this year and probably next year while possibly being cut at SFU this year, that layoffs are on the way at UBC, that student enrollment is being restricted and tuition fees are rising and that the provincial government last fall tried to kill the tenure system in B.C.

While UBC is perceived as having more serious problems this year because of its $9 million deficit, Simon Fraser, with its $5 million shortfall, is considered fair game also because its problems are not that different.

One of the most vulnerable and therefore hardest hit areas is the commerce and business faculty at UBC which has an excellent reputation.

Officials say four faculty members have already resigned while at least 12 more are looking at serious offers from other Canadian and American universities.

"Our most serious loss has been Michael Gibbins, the chairman of our accounting group," commerce dean Peter Lusztig says. "But three others I'm not terribly excited about losing have resigned since January 1. And then, a good dozen more have offers at salary levels considerably higher than we could offer them."

Dean Lusztig says salary levels were part of the problem. Full professors now teaching at the UBC earn between $50,000 and $70,000 with the majority near the bottom of the scale.

A graduate student or teaching assistant, lecturing full-time for a seasonal minimum of eight months, earns about $24,000.

Meanwhile, U.S. schools are waving staggering salaries at members of the commerce faculty, offering up to $90,000 for nine months (in U.S. funds — about $114,000 Canadian) and extra money during the summer.

Dean Lusztig says that while money is important, the political climate at UBC is equally crucial in influencing his staff to pay more attention than usual to the recruiters.

"If they saw an improvement in the climate or attitude towards universities here they might hang in and see what the next year will bring. But they don't. They see it deteriorating and they're looking at different possibilities."

"It's getting serious," he says. "Ever since UBC's problems became public via the *New York Times* and the *Wall Street Journal* my staff has been bombarded with offers. Now they're escalating to include assistant professors."

"So far we're weathering the storm but if we have many more losses I'm afraid of a snowball effect that could devastate us. We've taken a decade to build up one of the strongest research business units in Canada. It would only take a year to fall apart. If we're perceived to be a sinking ship it could come apart quickly, just as it did at McGill."

Gibbins, 41, confirmed that he has ac-

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Simon Fraser Information Services

SFU profs, grads fair game

Michelle Morissette is a B.C. education writer and a regular contributor to the Bulletin.

UBC economists say Socreds abusing language to deceive public

by Michelle Morissette

In the most scathing and well-documented attack yet on the B.C. government's restraint program, a group of University of British Columbia economists state there is no economic justification whatsoever for such a package.

In a series of papers analyzing the massive changes promised by the Social Credit government's recent budgets, members of the newly formed B.C. Economic Policy Institute say in essence there is no fiscal crisis in B.C. and the province has one of the worst records in education and social spending in Canada.

The economists maintain B.C. has one of the highest rates of investment in the world and there is no real provincial debt.

The Bennett government has defended recent moves to abolish many social services, reduce the number of civil servants, cut funds to colleges and universities, reduce teaching staff at secondary and elementary levels, deregulate industries and give tax breaks to businessmen claiming that the province is undergoing a financial crisis and the moves are needed to attract investment.

According to the UBC economists, the province is merely abusing language in order to keep voters from realizing they are being deceived.

Professors Gideon Rosenbluth and William Schwirm say that the province has created the illusion of a massive deficit by underestimating revenue through the omission of certain accounts and funds from the general accounts and by overestimating spending through unrealistic forecasting.

The truth, they say, is that B.C. is in an extremely good position relative to other provinces. Even if the current $1.3 billion deficit were taken into account, the provincial balance sheet would still show an excess of assets over liabilities.

In other words, B.C. is more likely to be a lender than a borrower — one of only three provinces in such a position. (Alberta and

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CAUT Bulletin

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LETTERS LETTRES

Errors of interpretation

Re: "Reflections on return from China" (*Bulletin* article, Feb. 1984).

I too was a foreign expert in The People's Republic of China for one year (1980-81). Because Dr. Goede's article contains errors both of fact and interpretation, I feel compelled to comment on it.

First, Dr. Goede's discussion of the meaning of the Chinese word for "foreign" is incorrect linguistically. (I am a linguist and educator; one of my areas of competence is Chinese linguistics.) In fact, in modern Chinese usage the terms *waiguo ren* and *zhongguo ren* are not contrasting pairs. These terms were interpreted as "outsider" and "people from home," respectively in the article. Chinese people call themselves *Han ren*, which translates as "Han people." This is an ethnic description. Thus, there is no reason to infer that Chinese people have any mental picture of themselves as home or middle people in contrast to outer or strange people as stated in the article.

Dr. Goede describes his fruitless ordeal in attempting to obtain a kitchen table so that he and his spouse could eat at home instead of in the local canteen for experts. An inspection of the kitchen of the canteen would certainly have revealed that all fresh vegetables were carefully washed in a mild chemical solution which destroyed bacteria. The purpose is to prevent foreign experts from experiencing possible intestinal disorders. Meat and fish are obtained from vendors known to be especially careful in the handling of their products. Purchases made by foreign experts on the open market would not be subject to such quality control. The only purpose of these measures is to ensure that foreign visitors eat food that is clean and safe.

The problem of an apparent lack of collegiality is also discussed in the article. Dr. Goede points out that foreign experts were not invited to attend departmental meetings. Had he been invited to such meetings, the meetings would have had to take place using English as the medium of discussion rather than Chinese. Using a foreign language is never a simple matter, let alone using it in settings where everyone may not know the necessary vocabulary. Can Dr. Goede imagine any faculty in Canada that could suddenly switch to a foreign language when conducting faculty meetings?

Dr. Goede also points out that while he invited colleagues to his home, they did not reciprocate. Because the post-graduates in the program I taught in were from all over China, I had an opportunity to learn about the variety of living conditions of academics in many university settings. The housing for academics in Tianjin, I discovered, is poor compared to that elsewhere. Your colleagues in Tianjin probably had only one or two rooms to live in and simply felt that they did not have sufficient space to entertain foreign visitors adequately.

Pointing out that he was "kept at arm's length," by the Chinese community, Dr. Goede nonetheless does not ask himself if perhaps there was some reason for this that stemmed not from the ideosyncracies of Chinese culture, but from his own culture. For example, many of the Chinese academics in any university department are Communist cadres (members of the Communist Party). While there can be a certain level of friendship among communists and non-communists, how deep can that friendship really be when people have political beliefs that differ profoundly? On the campus where I lived for a year, there were a number of European and Latin American communists. They were neither in isolation, nor alienated, nor kept at arm's length.

As in any society, people would find it difficult to become intimate with someone who covertly or overtly despised or feared their system of government. An academic would not need to say anything strongly against communism to reveal an anti-communist bias. Simply because a foreign expert never expressed any knowledge of prominent past or contemporary communists in the English-speaking world, Chinese colleagues and students could only infer apathy or hostility towards people and topics that are, in fact, of great and even perhaps central interest to them.

Prof. Gloria Paulik Sampson
Faculty of Education
Simon Fraser University

Salvadoreans welcome books

As the members of the committee which started the El Salvador Book Campaign, we would like to take this opportunity to report to you, on the results.

In all, some 23 tons of books and journals (956 cartons; estimated value $300,000) had been collected from 25 Canadian universities. The selection of these materials had been made according to a list provided by the University of El Salvador. The list indicated the disciplines for which English and/or French language publications would be useful.

The publications filled an entire 40-foot container which was trucked from Montreal to Miami. From there, it was shipped to the port of El Salvador and trucked directly to the University.

By the middle of January, a total of $7,955 had been contributed by individuals and organizations on campuses across the country to cover transportation costs. The Canadian Bureau for International Education (CBIE) handled all donations, financial transactions and the issuing of tax-receipts. As well, $5,000 of CBIE funds were contributed after presentation of the project to the Reconstruction and Rehabilitation Fund which is administered by the Canadian Council for International Co-operation (CCIC). Finally, the Canadian Organization for Development through Education (CODE) added a further $2,000 approved by its Committee on Overseas University Library Support (COULS). These funds should more than cover transportation costs. Any balance remaining will be donated to the University of El Salvador reconstruction fund.

In the beginning of January, the University of El Salvador's contact person in Canada received a call from the University's Dean of Law who reported that the shipment of books had arrived as a welcome Christmas present, in perfect condition. The books had been catalogued, distributed and were already in use through library loans. The reaction of staff and students was extremely positive; they were overjoyed at receiving what was felt to be excellent quality material from their sister institutions in Canada.

To all of you, and to all of those who helped collect and donate materials and funds on your campus, congratulations and many thanks for your efforts.

Mary Fletcher
Co-ordinator of COULS, CODE
Karine Poznanski
IDO Liaison Officer, AUCC
George Tillman
Director, ISA Div., CBIE

War and peace gaps

The April issue on "War and Peace" was very well done, and of course, most timely. Its coverage of present activity in Canadian universities relevant to the study of peace and

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Dalhousie University

DEAN OF LAW

Dalhousie Law School is seeking applications and nominations for the position of Dean. The appointment will become effective July 1st, 1985.

Dalhousie Law School, which celebrated its Centenary in 1983, has a student body of 450 LL.B undergraduates and over a dozen graduate students (LL.M. and J.S.D.). Its full-time faculty of 36 professors is supplemented by an almost equal number of colleagues in the full-time practice of law. The curriculum offers over eighty courses representing virtually all aspects of public and private law, and provides the opportunity for specialized study and research in certain designated areas.

Candidates should have substantial experience in law teaching and legal research, as well as proven competence in university administration. The Dean is to provide leadership in the development and implementation of programmes and projects evolving within the Faculty. In addition, the Dean will be expected to give emphasis to the maintenance of cooperative arrangements with the Bar, government agencies and Law School Alumni.

In accordance with Canadian Immigration Regulations, this advertisement is directed to Canadian citizens and permanent residents.

Nominations, and applications including a Curriculum Vitae and the names of three referees, should be sent to:

Miss Mildred MacDonald, Secretary to the Dean's Search Committee, Dalhousie Law School, University Avenue, Halifax, Nova Scotia, B3H 4H9, before MAY 31, 1984.

Commentary

The usefulness of the liberal arts

by Gabriel Fischer and Lois Vallely-Fischer

Murray Long

The gates of our schools and universities are ready to close: another academic year is coming to an end. The usual excitement of pupils, students, and parents abounds. The high hopes and expectations mix with strong feelings of anxiety, of insecurity, above all in the minds and hearts of those who will graduate or will see their children finishing their student careers. What will they do, where will they finally land? Will they find jobs in their areas of specialization? Will they be adequate positions or simply jobs, wherever they might be found?

University degrees, and above all those in the area of what we call the liberal arts, earned an undisputed prestige in the past. Society favored and often cherished those who were able to exhibit university degrees in the arts. Such degrees were regarded as good cards of introduction, desirable entries into many sectors of social life, bearing recognition and prestige. Yes, but the prestige of these degrees was and is connected with quite pragmatic considerations. If the degree opened the door for a job or facilitated the attainment of a respected position in our society, that degree was valuable indeed. Job and prestige are two inseparable elements in any judgement on the value of university education. Parents, and society as a whole have made considerable sacrifices to help many young people to follow the path of university education. It is normal and natural that now, when jobs are scarce and the possibilities of being hired more limited, the citizen, the taxpayer, keeps wondering whether university education is still useful, beneficial and relevant to the present needs of society.

An illustration of a certain disillusionment with university degrees in general is an Ontario public opinion poll taken last year which showed that fewer than 50 percent of the population in that province regard education as a top priority for government spending. And at the same time another question is raised — which sector of academic life will assure a job as soon as possible or will bring the young graduate closer to a job? This "job orientation" in university education has, on the one hand, brought into the limelight such disciplines as computer science and business administration — both of which, at least for a time, offered the hope of an immediate job. On the other hand, it has depreciated the value and the prestige of a degree in arts, in English, history, politics or philosophy. What can one do today with such a degree? As Dalton Camp wrote recently, humanities and social sciences seem to be assigned nowadays "to some station in purgatory between the nonessential and the obsolescent".

In difficult times, in an uncertain economic climate, people are eager to seek simple solutions to their problems. But simple answers to this question do not take us far.

A multitude of conferences, symposia and learned articles are very much in agreement in stating that human society is undergoing a real technical and industrial revolution which will bring radical transformations to our labour force and to all our social, cultural and educational activities. The large-scale use of computers, not only in factories and offices but also in households, the appearance of fifth-generation computers which will be able to perform human-like reasoning, the increased use of robots in industry will, as with every genuine revolution, change the patterns of our social life as well. "Star Wars" are no longer merely the product of the imagination of science-fiction writers, but now appear in the plans and vocabulary of military and political leaders as a possibility.

History teaches us that industrial and technical revolutions result in higher demands on those who work with and master the new machines to get from them the optimum performance. If the fifth generation computers perform through "making assumptions, drawing inferences, reaching conclusions", can we accept that computer analysts and programmers will be successful without knowledge of the basic rules of logic? To write and analyze programmes which have implications for social life and activities — and most of them have — presumes a good knowledge of issues examined in the social sciences and humanities.

What can we expect from an engineer, a biologist, a physicist, a chemist who does not know enough or does not want to know about the environmental implications of his/her research and conclusions? Do we inquire in today's world only whether the production of uranium is feasible and cost efficient, or do we want to know about the consequences of uranium mining on human health and the human condition in general? In preparing studies on the use of tidal power, research groups and institutes look not only at the technical problems to be resolved but also at the environmental and social impact of the projects. Interdependence is a word all of us use frequently but the term is valid for all disciplines: they all interrelate in our complex society.

Finally a few words about business and businessmen. At a meeting of the ten provincial premiers last year, Premier Buchanan of Nova Scotia expressed the conclusion of all ten that "international trade is essential" for Canada and each of the provinces. He added that "80 percent of the goods produced in Nova Scotia are exported and at least 60 percent of our jobs depend on export sales." Our businessmen are often criticized for not being aggressive and competitive enough. But can they be competitive in foreign trade without a solid knowledge of the traditions, history, political institutions, of the nations concerned, or without an understanding of the patterns of behavior, psychology, style and, last but not least, the language of their citizens?

Our society asks for civilized, versatile, broadly educated workers, technicians, businessmen, teachers, civil servants and executives. The ideal citizen of the present and the future is a blend of specialist and generalist. An education in the liberal arts is thus an important job requirement in a modern society. After so much, often emotional, debate almost everybody is aware today that a knowledge of French is not only an asset but also a necessity in so many jobs both in the civil service and the private sector. Our professional activity everywhere involves studies, research papers, presentations and summaries. To express oneself clearly, to convey thoughts in a precise way, to be articulate, and to use English correctly in writing and orally is a must for any office job, for any public and professional activity.

No, liberal arts are not and will not become obsolete. Students themselves have become more aware of the fact that a thorough preparation in the humanities and social sciences, a balanced program of general studies, is indeed beneficial, enhances their mobility in seeking jobs and their ability to meet the demands of different types of positions.

By adapting themselves to the new requirements of society as a whole, the humanities and social sciences will continue as an essential component of the contemporary educational system.

Gabriel Fischer is with the Department of Political Science and Lois Vallely-Fischer is Dean of Arts at Acadia University.

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CLINICAL ETHICIST

The Center for Bioethics of the Clinical Research Institute of Montreal in collaboration with The Montreal Children's Hospital has an immediate opening for a bilingual Ph.D. graduate with experience and competence in medical ethics.

Besides participating in the research activities of the Center for Bioethics, this person will be expected to act as consultant in clinical ethics, organize in-house seminars, teach in medical schools, and lecture various groups on subjects of bioethics. We seek someone with research, writing, and lecturing abilities.

The position involves half-time work both at the Center for Bioethics and The Montreal Children's Hospital.

The salary offered will be commensurate with experience.

If you are interested, please send us a curriculum vitae, a list of your publications, a description of your experience and research interests, and estimate of salary expected.

Please address all correspondence to: Dr. David J. Roy, Clinical Research Institute of Montreal, 110 Pine Avenue West, Montreal, Quebec H2W 1R7. Tel. (514) 842-1481, Ext. 256, 257

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LETTERS LETTRES

conflict was especially useful, but had some gaps.

No mention was made, for instance, of the political science course at the University of Windsor entitled, "Conflict among Nations", which, as the Calendar notes, deals with "the nature of international conflict and methods of peaceful resolution." This course, with rising enrollment, has been taught for several years. Now in its latter half it deals exclusively with nuclear strategy and efforts towards disarmament and arms control.

Though your coverage primarily treated Canada-wide organizations and activities, there is undoubtedly a great deal more going on at the local level in a number of institutions. For instance, The Windsor Students for Disarmament have sponsored a "Nuclear Noon" series of lectures by faculty members in various disciplines which has been remarkably well attended.

It is good to have the *CAUT Bulletin* as locus of dissemination of information and viewpoints on this absolutely crucial question, which cuts across all disciplinary boundaries.

David Wurfel
Department of Political Science
University of Windsor

Try to get facts

Re: Carl Goldman's letter, "Place to park warm bodies" (*Bulletin*, Feb. 1984).

Why not try to get some facts on these matters? *Do* some enrollees have less than what is required in the way of over-all intelligence, aptitudes, previous educational achievement, maturity, need for achievement, educational and vocational goals, patience, endurance, etc.? Why and how did this mix of students end in university in the 1980's? What happens to them in their four years there? What trails lead away from the graduation dais? Is there Canadian consensus that the ends justify the means being used?

What about faculty? Are they typically incompetent, lazy, indifferent, klutzy, ineffective, inefficient, uneconomical, unimaginative, un-productive, etc.?

If university applicants, those admitted, the alumni and alumnae and faculty are to be investigated, why not look hard at the goals universities *say* they are striving for? Are these what they in fact *are* doing? Is their schedule of priorities sensible? Is the whole system (from nursery schools to institutes of post-doctoral studies) keeping up with the times?

If such an investigation and critique is to be done, it would be well if the CAUT does not do it. Of course the Assn. of Universities and Colleges in Canada should steer clear too. So should the individual colleges and universities of this country. Both management and the Union have a vested interest here. There are many private research organizations which have the expertise, etc., to do this.

Prof. Charles Kretzschmar
Division of Social Sciences
University of New Brunswick

Revised law casts wider net

The *CAUT Bulletin* should be congratulated for its forum on pornography in the last issue. I share the concerns expressed by several writers about the valorization of male violence in the media and about the traditional politics of that violence: it is so often directed toward women and other subordinated groups.

I am, however, equally disturbed by the apparent political naiveté of those who would solve the problem through a much wider obscenity law. There seems to be a failure to recognize the difference between the law and its practice and a refusal to acknowledge how the current legislation is

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Prison education — a reply to Professor Desroches

Professor Frederick Desroches, in his article entitled "Prison education reform needs closer look" (*CAUT Bulletin*, February, 1984), comments on a few of the arguments in my article "New policy to govern university programs in federal penitentiaries should be opposed" (*CAUT Bulletin*, December, 1983). Fortunately, Professor Desroches at least supports free university programs for prisoners. Unfortunately, his comments reflect inadequate knowledge and some misunderstanding of the very successful university programs that have been developed over the past 12 years in federal penitentiaries in B.C., and more recently in Manitoba, Ontario and Quebec.

For example, in my article I said that "many prisoners who would otherwise do so would not enroll in a rehabilitative university program if they had to contribute in any significant way to its cost. This would so reduce enrollments — especially first year enrollments — as to drive up inordinately the cost per student and thus make the program impracticable and eventually bring about its disappearance. Prisoners almost always enroll in the program for a 'wrong' reason. They do not have the same motivation as students on the outside. It is only after they have been in the program for several months that they begin to develop a sound motivation." Professor Desroches questions whether there is any "empirical foundation" for this argument.

In a systematic survey study conducted last year in B.C. by the University of Victoria, it was found that the great majority of prisoners in the university program would never have enrolled in it in the first place if they had been required to pay fees. Dr. J. Douglas Ayers, who has been co-ordinator of the oldest and by far the largest of all university programs in penitentiaries since such programs were first introduced in 1972, has carried out several interview studies with students, and he has reported consistently that most prisoners — over 80 per cent — enroll in university programs for non-educational reasons, for example, because they think it will be easier than other kinds of inmate activity such as prison industry, building maintenance, and so on. Dr. Ayers has reported that in the university programs in federal penitentiaries in B.C. it is only after prisoners have been in the program for periods ranging from six to twelve months that they begin to develop normal educational motivation.

In the evaluation study *Effects of University of Victoria Program: A Post Release Study* (Ayers, Duguid, Montague and Wolowidnyk, 1980), it was found that "most of the men have reported that they did not enroll initially to get an education but somehow became hooked on education as they learned more and gained confidence or self-esteem". This, by the way, is the experience and view of other people such as T.A.A. Parlett, originator of university programs in Canadian penitentiaries, Stephen Duguid, who supervised and taught in the university program at Matsqui Penitentiary from 1974-1981, Lucien Morin, who supervised and taught in the university program at *Laval University from its beginning in 1980 until it* was discontinued by the Solicitor General in 1983, Mario Ferland, Co-ordinator of the Laval program, and indeed by just about everyone who has been associated with these programs.

I am not here referring to correspondence courses or to occasional courses which have sometimes been offered in a few penitentiaries. I am referring to the structured university programs that have been developed in Canada and uniquely designed for the prison milieu. See "Education in Prisons: A Developmental and Cultural Perspective," by Ayers, in *Canadian Journal of Education*, 6:2, 1981; "Origins and Development of University Education at Matsqui Institution," by Duguid, in *Canadian Journal of Criminology*, 25:3, 1983; "On the Place of Values Education in Prisons," by Morin, in *On Prison Education*, 1981. On the subject of prisoner motivation, see also "How the Prisoner Sees Education," by Whetstone, in *Proceedings of the National Conference on Prison Education*, 1981; and *Education Inside: Motives for Participation in Prison Education Programs*, by Boshier, 1983.

It is interesting and not completely irrelevant to note that, in a survey of prison education in Canada reported in *OISE Review of Penitentiary Education and Training — Phase I*, 1978, of all the teachers and instructors responding to the survey questionnaire, only 25 per cent said that inmate-students are "well-motivated and see the value of education and training".

In my article I said also that, "if the university programs were to be paid for in any significant way by the prisoners, they would acquire undue influence over the selection of courses and instructors, with the result that courses and instructors would tend to be selected on trivial grounds quite unrelated to their value from the point of view of rehabilitation". Professor Desroches dismisses this argument on the grounds that it is paternalistic. Of course it is paternalistic as anyone who has read the literature on the subject of prison education in Canada should know. It is paternalistic for the following reasons:

- ☐Our common humanity requires us to try to achieve the end of rehabilitation;
- ☐The legal mandate of the Correctional Service of Canada also requires it to try to achieve the end of rehabilitation;
- ☐The Canadian taxpayer foots the bill for university education in prisons (even if the prisoners end up paying fees, they will represent only a very small part of the cost);
- ☐*The Canadian taxpayer foots the bill to* keep inmates in prison — over $40,000 per inmate per year;
- ☐Most inmates are going to return to the street sooner or later, either reformed or ready to commit further crimes;
- ☐Programs in the humanities have been shown by methodologically acceptable studies to be effective means of rehabilitation in many cases, whereas other programs have not;
- ☐Prisoner-students are not similar to adult students on the outside. Although some prisoners can be relied upon to choose courses and programs according to long-term self-interest, for the most part that is not the case. Peer pressure within the prison population also acts to discourage the minority from following their enlightened self-interest. Enrolments in university programs in prisons are not large enough to provide courses to meet a variety of interests. And courses serving the ends of personal reformation and development are not the normal preoccupation of most criminal offenders.

As Duguid has reported *(ibid.)*, the university programs in federal penitentiaries, which have produced an extremely low recidivism rate (14 percent) and evidence of positive attitude change, maturation and occupational stability in released prisoner-students, have been essentially paternalistic in nature. Students have been consulted on most issues, including course selection, but decisions have been made by faculty and staff. University programs, as they have been developed in selected Canadian penitentiaries, are not simply transplants from university campuses. They are aimed at rehabilitation through a process of cognitive, moral and human development. (See "Moral Development, Justice and Democracy in the Prison," by Duguid, in *Canadian Journal of Criminology*, 23:2, 1981.) Whether Professor Desroches accepts it or not, engineering studies have not been shown to achieve these ends in penitentiaries; studies in the humanities have.

I regret that Professor Desroches has unintentionally misinterpreted my comments concerning distance education. Since 1935, the Canadian Association for Adult Education has been an advocate for correspondence education and, more recently, for distance education. Among the strengths of these programs are their ability to transcend distance and to be used during appropriate periods in the diurnal cycle by the learner. They also combine the advantages of economy of scale and the positive side of anonymity. Professor Desroches is apparently unaware, however, that, when the Solicitor General first started speaking about distance education methods in prisons in January of last year (*Honsord*, January 24, 1983), he spoke of them as a means of saving money and as a substitute for the on-site programs which have been developed over the past twelve years and which have proved both effective and economical. The Solicitor General has recently stated, however, (in December, 1983) that distance education will not be used as a substitute for on-site programs but rather for the purpose of complementing traditional teaching methods, or where those methods are impracticable. We agree, of course, with this new approach on his part, and we have so informed him.

A year ago last fall, the Solicitor General decided to discontinue all post-secondary programs in federal penitentiaries. The Canadian Association for Adult Education took it upon itself to oppose that decision. In co-operation with many interested people in the university community, a host of educational institutions and associations including CAUT, as well as many associations active in the field of criminal justice, we succeeded in having the decision reversed. The Solicitor General has decided to "reinstate" the university program.

The pressing need now is to ensure that the terms of reinstatement are such that the program can survive, flourish and operate effectively in the prison milieu. This is why we have developed, in consultation with the university community, a statement of principles to govern university programs in Canadian prisons. One of those principles is that university programs should be made available free of charge to prisoners who are acceptable to the university conducting the program.

Ian Morrison
Executive Director
Canadian Association for Adult Education

Headhunters lure B.C. profs

From page one

cepted a professorship at the University of Alberta, which is setting up a Centre for Advancement of Professional Accounting Education.

While his departure is not primarily for financial reasons "the financial aspect made it easier for me to go," he says, adding that the political atmosphere was also a factor.

"I was born and brought up in B.C. and always wanted to teach here. It's not easy to leave under those conditions. But then the situation here is not very positive."

"I don't like the feeling that universities are no longer considered valuable institutions nor the political-social situation which is directly contributing to funding problems. Given that I had attractive offers elsewhere it made it much easier to accept."

Since last fall Gibbins has received seven or eight offers.

Conditions are ripe

Other faculties at UBC and Simon Fraser report no massive exodus yet, but they do admit to some resignations, while stressing that conditions are ripe for even more.

Duncan Chapel, head of the criminology department at Simon Fraser says two members of his staff have accepted offers from other universities, one at significantly higher pay, the other not. However, they have not formally resigned.

"We've also been successful in stopping a few people from leaving with counter-proposals," he said. "But unless things improve we won't be able to help losing more people."

"The biggest problem is that morale is very low and people are very tempted to jump ship. So far there is a feeling of esprit de corps, loyalty to colleagues. But if one person leaves, that influences others to go as well. That would definitely affect our credibility."

Chapel said the department couldn't afford to lose anyone, especially senior staff, since they could only at best be replaced with very junior people, if at all.

"That's the biggest damage potential. In the past if we lost people we could always replace them. Now we can't."

Vulnerable areas

Computing science, economics and science departments all admit to being vulnerable areas for recruiters, and department heads at both universities say that while they have not received any direct resignations they won't be surprised if they do soon.

Nick Sarconi, head of computing science at Simon Fraser, is spending this year's sabbatical attempting to find alternative sources of funding for his department and says he anticipates several resignations this year.

"That's something for us since we haven't had a soul leave in four years. At least one person has openly indicated he would likely be leaving because this university is not the university he first came to."

"There's little we can do to respond to cutbacks and there has been a great disillusionment over the past year. I've received several offers myself that were unusually attractive."

Sarconi says much of the morale in his department now hinges around a major project for a computer science instructional lahoratory which has been approved in principle by an SFU policy committee.

Should the department get the funding, people would probably stay, he says. If not, resignations are highly likely.

"No one really wants to leave, but if the opportunity for research is limited what else can they do? The whole world is on a high tech kick. Why should people stay here and let opportunity pass them by?"

Political climate unfavourable

Larry Weiler, head of the chemistry department at UBC says some of his professors are getting offers and there is a strong possibility one of his best people will leave.

However, he adds, others are attempting to rally behind the new president, refusing offers of double and triple their present salary.

He says the situation is difficult, not because of the money, but "because academics feel strongly about the political climate they function in. This is not regarded as a favorable climate."

Weiler adds that tight money is making it difficult for his department to strengthen its future. Potential layoffs and a hiring freeze are making it difficult to broaden research horizons.

He says he is not getting the good people now. Three candidates, all young and respected chemists, have slipped away. One because a position was unable to be freed for him, the others because they withdrew their candidacy in reaction to reports about the situation at UBC.

About 25 retiring faculty members — out of a teaching staff of 2,000 — were not replaced last year. The university could lose up to 400 people in 1984-85, a third of them teaching staff, two thirds support staff.

One scientist — who did not want to be identified — has had offers from Texas, UCLA, Cornell, Cambridge and other U.S. schools. He is a bright academic who earned his reputation at UBC. His work attracts research money to the university and his graduate students are wooed by private companies.

While he has consistently turned down lucrative offers all year, it is now almost a certainty that he will accept a post at Cambridge, which wants to set up a research foundation to finance his work.

Despite the new post, he would like to remain at UBC as a part-time professor, so as to fulfill his commitments to his graduate students.

Impossible to say no

"The Cambridge opportunity is something unique that is almost impossible to say no to," he says "and it has one great feature that other offers didn't have — an opportunity to write my own ticket. This means that if I want to work out joint appointments at different universities I can do so. Other American universities wanted me to severe all ties with UBC, something I don't want to do."

Loyalty to UBC

"I have a tremendous amount of loyalty to UBC. I spent 22 years of my life here and I've always thought this could and should be a world-class university. It isn't yet and its position has been weakened but that's one of the reasons I would like to stay on at least part-time.

Officials say that while they do not want to lose this scientist, special arrangements would have to be made to retain him in a part-time capacity. While considerable support is being thrown his way, it is conceded that given the current financial climate such arrangements might be difficult to accommodate.

Denis Pavlich, president of the UBC Faculty Association, fears that the situation has become too serious for many to feel that kind of loyalty.

"There is a strong feeling of malaise throughout the institution and it's getting worse. While people may not be leaving quickly, they are certainly re-assessing their situations. After all, they do have responsibilities towards themselves and their families.

Both presidents William Saywell of Simon Fraser and George Pedersen of UBC say they are aware that departments that can boast of having top academics are vulnerable to recruiters. Both admit they are worried about the potential effect of too many departures.

"We can't help but be concerned if we're interested in making this a better quality institution," says Dr. Pedersen. "If we lose good people that hurts us but the impact on our perceived academic status will be related to our capability to recruit in the future. It's hard to tell what that will be."

Reputation diminished

Dr. Pedersen says the university can offer little in the way of financial increases to those who wish to leave for financial reasons since with a shortfall of $9 million there is no provision for salary increases. In the case of straight merit increases, he says, there would have to be approval from the faculty association.

"And I suspect they would be strongly opposed, especially since we're only talking about modest increases."

Prof. Pavlich says the faculty association plans to circulate a questionnaire 'which would among other issues, deal with one time merit bonuses.

"There's always soft money floating around and we want to ask faculty how they do feel about offering a one time bonus available for people who are thinking of leaving for financial reasons," he says.

"Our reputation is directly related to our top people. And our reputation is diminished if they go. It can take years to build up a reputation and it can be lost in a very short time. This is what everybody is *really* scared *of*."

Morale couldn't be lower

Working conditions are deteriorating, officials say. Money has been tight since the late 1970's. Initial cuts were made among support staff, on reduced buying of new equipment and publications, anywhere but among the teaching and researching faculty.

The province has promised a five percent budget cut, giving UBC a $9 million deficit and Simon Fraser a $5 million deficit. There will be little or no money to attract new talent.

The next round of cuts, being prepared now, will hit the faculty. Student enrollment is up, but there will be fewer teachers. Their teaching load will increase and their research will suffer.

"Morale couldn't possibly be lower," says Prof. Pavlich. "There is an air of unreality about this whole situation. Faculty have always thought that tenure was an absolute concept and now they are having a hard time accepting that it was always tied in to financial exigency. They're in shock and there is hostility. It makes for a very poor climate indeed."

ALLEN AERIAL PHOTOS

Recruiters find UBC campus happy hunting ground

Teaching in New Zealand?

The Association of University Teachers of New Zealand, Wellington, New Zealand, has advised that members of CAUT engaged in teaching or research in a New Zealand university, even for a period of less than one year, are eligible for membership in the New Zealand association without payment of a fee. If you wish to take advantage of this opportunity please ask your local association for a letter of introduction.

LETTERS
LETTRES

already used in an arbitrary and repressive manner. The MacGuigan revision to the Criminal Code is, after all, not qualitatively different from the current law; it simply casts a wider net over a greater range of images.

One might think that a law forbidding the undue exploitation of violence would remove the *A-Team* and *Magnum PI* from our television screens or black out Reagan administration apologies for the appropriation of military funds which yearly lead to the murder of thousands of Salvadorans and Guatemalans. But something tells me that these are not the cases which will fall under the censor's scissors.

We cannot ignore the fact that that guardian of public morals, the Ontario censor board, has not stemmed the tide of misogynist and exploitative movies but did impose a partial ban on *Not a Love Story*. Nor can we forget that an artistically serious film biography of the renowned British artist, David Hockney, was clipped because of its sensitive, but homosexual, love scene.

The current legislation, and certainly the proposed law, is open to use as a weapon against dissent as is evident in the Ontario Attorney-General's four-year prosecution of the *Body Politic* in a war of attrition designed to pit the inexhaustible resources of the provincial treasury against a volunteer newspaper. The supposed distinction between erotica and pornography (not recognized in the MacGuigan proposal) would still be administered by a white, male, heterosexual judiciary and the "community standards of tolerance" so far imposed by the criminal justice system show a suspicious tolerance of violence and suppression of moral controversy and unorthodox but fully consenting sexuality.

I think Thelma McCormack is right: the real issue is access to the media. CAUT should not simply call for an educational exemption to a very broad censorship law, but should stand for democratization of communications channels. The violence obsession of the media from television to cinema (of which pornography is a small part) is best counteracted by the right of access of women, gay people, and other disenfranchised minorities to the media in order to express their experiences. The real problem is the Supreme Court decision in the *Gay Tide* case which determined that the freedom of the press is only guaranteed to those who *own* presses. No one else has any right to "equal time" in which to provide alternatives to the "degrading representation of a male or female person" so common in current mass marketing of ideas and images.

To believe, with the Minister of Justice, that we need only "trust" that the courts will not use the extraordinarily broad powers of the proposed legislation shows alarming ingenuousness. There is nothing in the new bill to control the arbitrary whims of Canada Customs bureaucrats who now determine what Canadians may view or read from abroad, nor is there anything to limit the annoying practice of staffing provincial censor boards by patronage and then allowing them to hack their way through modern films. Those who take the cinema seriously have no alternative but to flee to Detroit, Buffalo, or Montréal. Why do feminists want to entrust the solution to misogyny, to those officials or to the Toronto police who have been using obscenity legislation in an attempt to drive the city's single lesbian and gay bookstore into oblivion?

There can be no separation, then, between the law and the mechanisms by which the law is brought into practice. This is not a time to concede to the state even broader powers to suppress moral controversies, erotica, or dissent in the name of combatting sexism.

Prof. Barry D. Adam
Dept. of Sociology
and Anthropology
University of Windsor

Obscenity debate

I was interested in Thelma Mac Cormack's article. (See feature on "Obscenity, pornography and civil rights", *Bulletin*, Feb. 1984). Reading it, I got the impression that she had been allowed to read my article and June Callwood's article before she wrote her own. If this was so, I really do object to such a practice. But how could she comment on our articles unless she had read them?

Also, I would be very interested in any comment from readers in this-on-going controversy. I certainly haven't made up my own mind on all aspects of the subject and any further debate would be useful.

Doris Anderson
Toronto, Ont.

Editor's note: It is not *Bulletin* policy or practice to submit an article which is part of a symposium to another participant for criticism or comment unless the first party is informed in advance and agrees to such a format. In this case, both Ms. Anderson's article and Ms. Callwood's were submitted to Prof. Mac Cormack for comment without prior notification. The *Bulletin* sincerely apologizes for this occurrence.

On teaching-load

Recently I was asked by the chairperson to put on paper some of my thoughts on teaching load, tenure, promotion, and such things, though mainly as they concerned teaching-load. Following are some of my observations which may be of general interest. Comments made are perforce idiosyncratic-however it is precisely recognition of this point for which I argue. Comments are also based on 45 years of teaching at four different universities.

☐ I am convinced that I could *never* have published the over 130 articles, (including 3 books) in my vitae curriculum had I not had six hours or less of teaching assigned to me in the past.

☐ Related to the above is the fact that this writer, at present, is attempting to write a fourth book which proceeds well only in the summer months. During the regular terms there is frustration, because of lack of clear blocks of time.

☐ The idea that many, many, years of lecture-presentations make preparation time shorter is just so much male bovine psychofeces! Certainly the honing and selection of the latter years of the data to be presented in lectures easily matches the time required for searching for relevant studies in the beginning years. This situation is especially true of the social sciences where just a modicum of integrity dictates that the lecturer keeps abreast of the times.

☐ What is to be proposed does not necessarily signify an overall decrease in departmental teaching time but rather a more meaningful distribution, consonant with individual differences, so as to be paying more than lip service to the concept of individuality.

☐ The plan would suggest that (a) there are members of a department mainly concerned with and who express an interest in excellence of teaching (b) others are concerned with the equivalent in research (c) and still others with both teaching and research (conceivably writing would also enter into this formulation). It would follow from this then that there would be differential teaching loads as well as expectations for and from different departmental members.

☐ It might be said that a beginning faculty person is not necessarily certain of just which interest (teaching, research, etc.) he or she wishes to pursue. The reply to this objection would be that the individual need not declare intentions in the first few years of employment. In like fashion changed emphases on the part of the individual should not pose too difficult a problem.

☐ Criteria, commensurate with the above divisions of labour, would then be mandatory when decisions bearing on raises, promotions, tenure, teaching-load and the like are involved.

☐ But evaluation of the efficacy of teaching still represents a question. True, this poses a problem, but is it any more severe, ie. is it any better or worse than current committee deliberations which focus only on the quantity of publications and ignore quality?

☐ Finally, arguing *pro hominem* the writer finds it somewhat ironic, times not withstanding, that after 45 years of teaching he now finds himself with the heaviest teaching load of his career! If the senior person can bring "crystallized intelligence" to bear should this not be reinforced?

It is the opinion of this writer that adoption of the above procedures could not help but add to the status of a department and improve the morale of its members.

Prof. F.L. Marcuse
Dept. of Psychology
Winnipeg, Manitoba

Strip scholars of liberty

The following is a letter I have sent to the Director of the Public Archives of Canada. I presume that the volume in question, which arrived unsolicited in my mail, is being sent out generally to the scholarly community. I suggest that all scholars who are disturbed by the tone of this volume, and the apparent determination to strip scholars of the liberty they once had in choosing methods of citation (under what penalty if we refuse to comply? Exclusion from the resources of the Archives?) should write, stating their views, to the Director, Public Archives of Canada, 395 Wellington Street, Ottawa K1A 0N3.

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I was interested — and disturbed — to get a little volume in the mail today called *Archival Citations: Suggestions for the Citation of Documents at the Public Archives of Canada*, edited by Terry Cook. I presume this publication was issued under your authority.

I agree that it would be an excellent idea to have such a volume available as a *guide* to what scholars might most usefully do. This volume seems to vary, however, between a simple guide and a list of master-to-servant orders about what MUST be done, and it is in this latter aspect that I find it objectionable. Note for example the domineering tone of "must...must...must" on pages 19-20.

I should like to know (a) what authority, by statute, the civil servants under your direction have to give orders to citizens in a free country, and (b) whether in your knowledge any foreign national Archives has produced such a dictatorial little volume.

I urge that this volume be withdrawn from circulation at once with a general apology to the scholarly community for having issued it.

Took no action

I would be grateful if you would print this letter, or some other form of retraction, for a statement which appeared in the *CAUT Bulletin* of April, 1984, on page 9, where it is indicated that among other universities, the University of Waterloo had responded to the motion approved by the CAUT Board with respect to AUCC policy.

In fact, the Senate of the University of Waterloo took no action at all on the motion, and undertook no response to it.

J.W. Brown
University Secretary
University of Waterloo

UNIVERSITE DE MONCTON
CENTRE UNIVERSITAIRE DE MONCTON
Postes de professeur

(Postes offerts egalement aux femmes et aux hommes)

- Biochimie et chimie
- Biologie (Postes d'un an en biologie végétale et microbiologie)
- Chimie inorganique et générale (Poste d'un an)
- Economie (Poste d'un an)
- Education professionnelle (Sciences commerciales) (Postes d'un an)
- Génie (Postes réguliers en génie civil et en génie industriel)
- Géographie (Poste d'un an avec possibilité de renouvellement)
- Informatique
- Langue française
- Mathématique
- Nutrition humaine (Poste d'un an avec possibilité d'extension jusqu'à 3 ans)
- Physique (Poste d'un an)
- Service social
- Sociologie (Poste d'un an)

Sous réserve d'approbation budgétaire, l'Université sollicite des candidatures pour les postes susdits dont la date d'entrée en fonction est le 1er juillet 1984. Les candidatures pourront être considérées dès leur réception et selon leur ordre d'arrivée par la suite si le poste reste disponible. Les candidats doivent maîtriser la langue française, tant orale qu'écrite. Toute candidature doit comporter un curriculum vitae détaillé avec le nom de trois (3) répondants et être transmise à:

Mad. Raymonde Blanchard
Bureau du Vice-recteur à l'enseignement
et à la recherche
Université de Moncton
Moncton, N.-B. E1A 3E9
Tel.: (506) 858-4112

Lors de son engagement, le professeur à plein temps se voit attribuer un des rangs professoraux définis dans la convention collective selon ses qualifications et son expérience. Le traitement annuel est établi aussi selon les qualifications et l'expérience.

Qualifications requises
Ph.D. ou l'équivalent. Les candidats en instance de thèse du doctorat ou détenant la maîtrise ainsi qu'une expérience substantielle dans le domaine seront aussi considérés.

(Conformément aux exigences relatives à l'immigration au Canada, ces postes sont offerts aux citoyens canadiens et aux résidents permanents seulement.)

B.C. government closes door on David Thompson University Centre

by Meaghan Baxter

GILLIAN BROWNING

Last ditch efforts to change the mind of the B.C. government from closing David Thompson University Centre in Nelson have failed.

Unless the City of Nelson and DTUC can come up with alternative financing arrangements, the Province's move will leave students in the B.C. interior with no other choice but to try and resume their studies elsewhere.

But, to date, no other universities within the province have ensured students of DTUC they will be accepted into similar programs of study.

"The decision is final," said Jack Heinrich, minister of education for B.C. Mr. Heinrich announced the closure on January 4 despite deep concerns on the part of faculty, students and residents of Nelson.

The University, which is unique in B.C. and in Canada, offers interdisciplinary activities in the visual arts, music, theatre and writing.

On a recent broadcast of CBC radio's Sunday Morning, writers Alice Munro and Margaret Hollingsworth spoke of the high quality of education offered at the centre.

"People come from all over because they can work together with other disciplines," said fiction writer Alice Munro. "It's all very important."

Margaret Hollingsworth, Canadian Playright and former instructor at DTUC praised the quality of education offered at the centre. "It is a unique educational experience. There is nothing like it in Canada. The idea of the government cutting it amazes me," she said.

An example of the interdisciplinary activities which take place at the centre is a recent series of plays and radio plays written by students of DTUC's Writing department which opened to rave reviews. The plays were performed by theatre students and music was scored for these performances by students of the music department at the Centre. DTUC provides entertainment for residents of the area and offers students a chance to see their work performed in public.

A DTUC Action Committee made up of area residents was formed to protest the government's decision and activities have taken place both in the community of Nelson and at the coast. Student, faculty, and resident rallies were staged outside the provincial legislature to display concerns to an unresponsive government.

After a January board meeting attended by over 300 angry residents, a telex was sent by the Selkirk College Board along with a letter addressed to Premier Bill Bennett, Mr. Heinrich and the Minister of Science and Universities, Pat McGeer, requesting the government to re-consider its decision to close DTUC.

These actions were followed by a brief pointing out the educational and employment opportunities for graduates provided by the Centre.

"To date the board has received only an acknowledgement from the Premier's office that the document has been received," said Lionel Perra, principal of Selkirk College. "The board's position has not changed from the last January meeting."

"The minister has indicated no change regarding the government's decision despite being well informed of the high level of interest and local concern," said Mr. Perra.

According to the Jan. 4 press release, Dick Melville, spokesman for the education ministry, stated that "Provision is to be made for approximately 50 of the students presently enrolled at the centre". Contradicting this press release, on the same date, a letter signed by Mr. Melville stated that, "provision is to be made for all full and part-time students at the centre".

Mr. Melville denied the contradiction and said, "95 per cent of the programs offered at the centre are duplicated in other parts of the province".

In his presentation to the board in January, Ric Gomez, Visual Arts Chairperson of DTUC, stressed the overall impossibility of finding equivalent programs of study for DTUC students.

"Many DTUC programs are unique," said Mr. Gomez, "the closure notice comes at a time when there are only two venues for studying Visual Arts in the B.C. Interior, here and Okanagan College."

Mr. Perra, referring to comments made by Bob Buckley, member of Selkirk College Board, says that there is a need for sound educational justification and the support of other residents in the province for the retention of this kind of facility. People in other areas must demand the continuation of DTUC.

A series of events connected with the protest included: a community contingent's visit to Victoria; simultaneous rallies involving a 'teach-in' taking place both on the Legislative lawns in Victoria and at Robson Square in Vancouver; and two proposals from the City Council resulting finally in an offer to purchase DTUC for one dollar.

In addition to the purchase proposal, the city has hired marketing experts to research alternative funding to continue DTUC as an educational facility.

On March 15, a rally was held on the lawns of DTUC at which there was a flag raising ceremony. The flag, a brilliant red, read "DTUC LIVES". Only time will tell.

Postscript: The B.C. Ministry of Education has rejected a proposal from the city of Nelson to buy the David Thompson University Centre from the provincial Government for $1 and run it as a private institution. The ministry, which sent a written reply to the council, apparently rejected the proposal because the centre would still require annual provincial grants. The Government did, however, say it will consider seriously any proposal for the centre that does not cost the province anything.

Meaghan Baxter is a writing student at the David Thompson University Centre.

UBC economists — p. 1

Saskatchewan are the others).

"Fiscal restraint is a poor response to the current economic situation in B.C.," they write. "The appropriate fiscal response to reduced revenues during a recession is not to cut government services. This worsens the economic situation in the province by increasing unemployment and reducing consumer expenditures."

All the province has to do to make the picture look brighter, they say, is to change its accounting system to include $374 million in revenues from appendages such as the Workmen's Compensation Board, the Medical Services Plan and the University Endowment Lands Administration which were omitted from the budget.

They further note that in a recent analysis the economics department of the B.C. Central Credit Union states that the budget overestimates expenditure and underestimates revenue.

Prof. Robert C. Allen says in his paper that people invested in British Columbia at a rate far surpassing that in Ontario and Quebec, the industrial heartland of the country.

The investment rate in British Columbia is only four percentage points below Japan's 31.7 per cent, the highest in the world, he says.

Countering the provincial government's claim that too much is being spent on education, Allen says statistics show that relative to personal income, B.C. spends less on education than any other province in total as well as for the elementary-secondary system.

"In universities we tie for lowest spender with Prince Edward Island. In post-secondary education as a whole we tie for lowest spender with Manitoba."

"The Social Credit restraint program is not necessary to bring educational spending under control."

Allen further says that while the Social Credit government is intent on reducing the size of the colleges and universities the reason is not because there are too many graduates who cannot find jobs.

"While B.C.'s economy creates an unusually high demand for educated workers its educational system produces a disproportionately smaller number of suitable graduates," he says. "As a result, B.C. firms hire many professionals and managers from out of province. Many students in B.C. who would have qualified for those jobs had they the benefit of an Ontario or Quebec education are denied those lucrative possibilities." While still in its fledgling stages, the Institute has received considerable attention in B.C. because it is the only group providing hard analysis of the province's financial status.

The original impetus came from members of the economics faculty at UBC who respected the Solidarity walkout last fall.

"At that point we decided that a lot of the arguments the government were using were economic arguments and they seemed to have errors in analysis and facts," said Allen. "We thought it would be useful to bring together some factual information relating to policy information and release it in a series of papers."

"Now that we realize we're having some impact we intend to carry on indefinitely. We have to try and give people real facts and arguments so they can understand the issues a little more clearly. If they know more they can come to different conclusions."

Members of the Institute are now preparing a series of papers to be released within the next few weeks dealing with the 1984 budget. They focus mainly on government size and whether there is a case for minimal government, as well as on health and social service issues.

While Premier Bill Bennett has refused to discuss the papers, saying he would deal with the UBC economists later, there is some indication the papers are circulating within provincial government offices.

Also during the Solidarity strike, another group of university teachers formed the Committee of Concerned Academics. Its purpose is to fight budget cuts and their effects on the public at large as well as on the university and its faculty members.

So far it has sponsored a two day conference at UBC called B.C. Under Restraint, in which the economists' as well as other papers were presented to standing room crowds only. Plans now call for another conference in September.

It has further published a petition in the Vancouver newspapers with 600 names from faculty at UBC, Simon Fraser University and the University of Victoria urging the federal government to impose sanctions similar to those in the new Canada Health Act on provincial governments who divert increased federal funds for education.

Phil Resnick, a political science professor and committee chairman says that while the committee is not a formal body which plans to exist forever, it will continue to be active as long as current financial conditions exist within the university community. "The faculty association has to represent a wide spectrum of people, including the very conservative and it is not able to take the kind of positions that we take with the provincial government and the administration," he says. "We're an alternative that has a reason to exist right now."

CAUT paperback series launched

The paperback series, the CAUT *University Library*, has been taken over by a new publisher, the University of British Columbia Press, and will appear with a new format and a new logo.

Launched by the CAUT to bring some of the concerns of academics to a wider audience, the series first got under way in cooperation with a Toronto publisher. However, the CAUT has now concluded an agreement with the University of British Columbia Press, and hopes to produce two or three titles a year. The books, from 60,000 to 80,000 words in length, are aimed at the general trade, and one of their purposes will be to make better known some of the research that is done on university campuses.

The general editor of the series is J.A.S. Evans, professor of classics at the University of British Columbia, and enquiries from potential authors are welcome.

Provision for French language studies in anglophone universities

by Janice Yalden

A needs analysis was recently carried out at Carleton University, focussing on the needs of undergraduates for opportunities to improve their proficiency in French while at university.* From it, three broad issues emerged which provide the basis for a consideration of specific course offerings in French for undergraduates:

☐ Students other than immersion graduates at Carleton have pressing needs — perhaps more pressing than those of the immersion graduates.

☐ Academic and social needs have to be reconciled, and priorities established. That is to say that language study preparatory to language use in a university setting is one thing; language study preparatory to language use in the workplace is another.

☐ A revised approach to curriculum design in French is needed in anglophone universities, which would ultimately require the involvement of departments other than French, but which does not represent full 'bilingual education'.

To meet the needs of bilingual anglophone students or those who wish to become bilingual, a multi-layered approach to curriculum design in French would be appropriate.

The University of Ottawa already has a series of 'layers', including 'sheltered' courses which provide an extremely interesting solution. These are courses given in French for anglophone students only, and backed up with a parallel course in French language. In a recent experiment, a 'sheltered' course in psychology has proven to be highly successful in teaching both content and language. This approach could very well be adopted in our English-speaking universities — it does not have to be confined to a bilingual setting.

Another example of a multi-layered approach might be:

Layer 1

Introductory and intermediate language courses. After the usual course designed to provide basic language skills in social situations, emphasis might then shift to language use in professional/academic contexts. Some of these should be intensive courses, offered in the summer; all of them should be offered by departments of French (with possible participation by schools of continuing education, or language centres where these exist).

Layer 2

Advanced courses should be designed to satisfy the needs of immersion graduates *and* any other student who is sufficiently advanced (whether as a result of studies at his/her university, or because he/she has learned French elsewhere). These should be courses emphasizing professional/academic concerns. They should include simulations of professional meetings, academic seminars and so on. They might be offered in two phases:

☐ Courses offered on themes general enough to appeal to heterogeneous groups of students. Themes would be drawn from current issues of the day; the readings would be newspapers, magazines, and current books; the courses would include viewing videotapes on related topics. (There are good models already in existence especially in teaching English as a Second Language to groups with well-defined objectives.)

☐ Courses offered around themes identified in conjunction with the students themselves. A model is available in the ESL courses offered through CALS at Carleton: once students' interests are identified, guest lecturers are invited to provide a one-hour lecture once a week, and corresponding readings are assigned; in the remaining two or three hours, a language instructor works with the students on particular aspects of the discourse (oral and written) of the discipline in question. Assignments are in the form of term papers on the topic under discussion: Courses of this kind are simulations; they would be offered by departments of French, with the help of colleagues and graduate TAs in relevant disciplines.

These courses are designed generally to help students acquire a sophisticated command of the target language in contexts which simulate real-life situations. It is clear that language instruction is their primary goal. However, this goal is achieved by de-emphasizing the structural features of language, and emphasizing communicative and functional aspects instead. Credits would be given in French, and the courses run by the departments of French wherever they were given.

Layer 3

Tutorials in French attached to large courses in relevant disciplines would represent the third stage of this kind of training in French. I would think that these could be offered where there were faculty members or graduate students with native (or near-native) proficiency in French; some readings would have to be assembled, and students would present their assignments in French. These tutorials could be arranged with a minimum of difficulty, would be run by departments other than French. This approach would not sacrifice content to language or vice versa, since the emphasis would be squarely on content, and instruction provided by a native speaker of French, who would judge whether the content of the assignments and participation were satisfactory, as in any normal credit course. Courses from Layer 2 would be a prerequisite.

Ancillary services should eventually be contemplated, such as reading rooms, and materials for self-directed learning. But these could come later on.

The formation of a task-force, to coordinate these layers would be advisable. Members of departments of French would play a major role; a testing service would be in great demand, and the creation of more functional tests might be necessary. Representatives from other disciplines should also be asked to contribute to the discussions at various points. However, it would be inadvisable to have faculties of Arts bear the burden for an entire project of this kind. It ought to be spread around, both because it would be pedagogically more sound, and also to ensure wide participation in and support for such an undertaking.

This approach would answer needs which have been expressed by our students, and provide a sound base in functional use of French which would stand them in good stead when they emerge into the workplace. It would *not* replace the core of traditional courses in French language and literature, which should be preserved for specialists, and which could also be of interest to some of the immersion/advanced students. However, the content of the 3-layer functional stream would distinguish it from the traditional one, as outlined above. It needs to be recognized that in responding to the special needs of bilingual and anglophone students, we must take into account the purposes for which they are acquiring the language, and allow the design of the curriculum to be shaped by these.

An afterthought: we should join our voices to those who are suggesting that SSHRC make bilingualism and multiculturalism a theme for the teaching and research they support.

*The study is titled *French Studies in the Undergraduate Curriculum: a Needs Analysis*. It was carried out with substantial financial assistance from the Language Programmes Branch of the Department of Secretary of State.

Janice Yalden is Director of the Centre for Applied Language Studies at Carleton University.

McMaster University

CHAIR OF RUSSELL STUDIES

McMaster University invites applications for the newly created Chair of Russell Studies.

Preference for this position will be given to candidates who have attained a high level of scholarly achievement in Philosophy, but consideration will be given to exceptional candidates in the fields of History, Literature, Political Science, Mathematics, or International Law. The appointment to the Chair will be at the Professor level, and will commence on July 1, 1984, or as soon thereafter as possible, for an initial period of five years, with the possibility of renewal. In addition, the successful candidate will hold a tenured position in the appropriate department of the University. The salary will be negotiable.

It is expected that the appointee to the Chair will participate fully in the work of the Bertrand Russell Editorial Project. As owner of the Bertrand Russell papers, McMaster has been awarded considerable external funding to assist it in undertaking the publication of 30 volumes of Lord Russell's collected papers.

In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

Enquiries and applications (accompanied by a detailed curriculum vitae and the names of three referees), should be forwarded to:

Dr. D.P. Gagan, Dean of Humanities,
McMaster University,
1280 Main Street West,
Hamilton, Ontario L8S 4L9

UNIVERSITY OF GUELPH

Position of

UNIVERSITY SECRETARY

Applications are invited for the position of University Secretary. The University Secretary, who is also Secretary of the Senate, reports to the President of the University, and provides assistance to the Board of Governors, to the Senate, and to their numerous commissions, committees, and task forces by providing complete secretarial and recording services to these bodies. A staff complement of two professional assistants and three office/clerical employees will report to the position.

Specific accountabilities of the University Secretary include: maintaining accurate records of the deliberations and decisions of the Senate and Board of Governors and their related bodies; providing support to Chairmen of these bodies through advice and counsel, and through the investigation and preparation of special reports and briefs; interpreting the actions and positions of Senate and the Board of Governors to members of the University and others; coordinating legal affairs of the University; assisting students and others in their dealings with the Senate and Board of Governors and their related bodies.

Qualifications of the position include a University degree together with considerable experience in a university environment.

In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. This position is subject to final budgetary approval.

Applicants should send curriculum vitae and the names of three referees before May 30th, 1984: to Dr. H.C. Clark, Vice-President, Academic, Chairman of the Search Committee, University of Guelph, Guelph, Ontario, N1G 2W1.

Tenure and academic freedom: a reply to Patrick McGeer

by Michiel Horn

The remarks of Dr. Patrick McGeer, as reported in *UBC Reports* for August 3, 1983, caught my attention. Dr. McGeer is Minister for Universities, Science and Communications, in the Social Credit government in British Columbia. He is also a faculty member on leave of absence from the University of British Columbia. His views on tenure and academic freedom require comment.

Universities have moved, over the years, from a circumstance in which tenure in privately-funded universities was given to a few as a reward to the present system, in publicly-funded institutions, where it's given to many, if earned, as a right.

Professor Bora Laskin, until his recent death Chief Justice of Canada, the author of Appendix A, "Some Cases at law" in *A Place of Liberty*[1] makes it clear that in Canadian universities in the first half of the 20th century a faculty member held tenure not "during good behaviour" but "at the pleasure of the governing Board", often on the advice of the President or Principal. It is important to keep this distinction in mind for tenure is a term that tends to shift in meaning. It is now true, in fact if not precisely in law, that most faculty members hold tenure during good behaviour. This is, however, a relatively recent development.

In 1919, the University of Toronto wished to end Professor Craig's "permanent" (continuing) appointment when he reached age 65. Craig sued. The Courts found against him, holding the contract of a full professor, without definite term, could be terminated on reasonable notice by either party. The Court did not deal with a key university contention: that it could, in law, dismiss a faculty member whose appointment was held at pleasure without any notice whatever! The case is interesting because there are earlier decisions in which universities claimed, and courts upheld, an arbitrary power of dismissal.

An appointment in those days was held to be with "tenure" when it was "continuing". But this meant "during the pleasure" of the Board of Governors. The contrast was with "sessional" appointments which had to be regularly renewed by positive act. Faculty members become "tenured" by the unilateral decision of a Board of Governors on the advice of the President. The latter usually acted on a Dean's recommendation and he (she was very rare) on the advice of a department head.

Before the 1960s formal evaluation and peer review procedures did not, generally, exist. One did not "automatically" become tenured. Most professors did, however, attain tenure status of a certain sort. Dr. McGeer is wrong when he suggests that they did not. He is wrong about the present as well. He ignores the role of peer review at U.B.C. and elsewhere in Canada.

The statutes governing many Canadian universities still speak of tenured appointments held during the "pleasure" of the Board of Governors on the advice of a President. Nonetheless in the 1960s tenure did become, *de facto* if not *de jure*, an appointment held during good behaviour.

The key case in this development was l'affaire Crowe at United College (now the University of Winnipeg), in 1958-59.[2] Briefly, Professor Harry Crowe, on a year's leave from United College wrote a letter to a colleague which by mysterious means ended up in the hands of the College Principal. He and the College Board took the view that Professor Crowe's views about religion and senior administration were sufficient to warrant his dismissal. Crowe's tenure was during pleasure, and he had offended against it. No opportunity was provided to Crowe to defend himself for no charges were laid.

Concern in CAUT over Professor Crowe's treatment was the occasion of the first CAUT committee of inquiry to investigate a complaint that academic freedom had been violated. The committee was chaired by Professor Bora Laskin. It took the view that Professor Crowe had demonstrated his competence as a teacher and scholar through eight years of service; that he was a member of the permanent staff; and that he was entitled to feel himself immune from arbitrary dismissal although subject to dismissal for cause. There was, however, no provision at the College for peer review of any charges which might be brought against him, nor had there been when he received his permanent (continuing) appointment.

The Crowe case was of major importance and I know from personal recollection that it was a source of agitation in the United Church of Canada. It was also a source of agitation in the academic community. At the end of the 1950s that community was beginning the transition to affluence from a time of great financial stringency. CAUT was itself a product of that stringency. In this century the professoriate as a whole has probably never been worse paid than it was in the early 1950s (though for some individuals, as for institutions, the Depression was worse.) The professoriate were, and perhaps still are, an acquiescent group. They were, and perhaps still are, prepared to live in genteel poverty. They are not especially assertive. However, the Crowe case made many aware that they had little security against arbitrary dismissal.

In the 1960's there was a relative scarcity of academics. Perhaps not surprisingly they began to assert themselves and to develop a system of peer review. They insisted, under the tutelage of the CAUT, that in cases of dismissal there *must* be due process and that a professor's peers had a role to play. Procedures to be used in cases of dismissal for cause were drawn up, usually by academic Senates. In themselves these meant little. They were, however, accepted by Presidents as controls, binding controls in many cases, on their own behaviour. Sometimes they were accepted by Boards of Governors as well. The events at Simon Fraser University in the late 1960's demonstrated that these controls were not foolproof. They were, however, a first major step toward due process in university appointments.

Other procedures followed, including peer review of tenure decisions, instead of the award of tenure by administrative fiat. Faculty members managed to turn tenure during "pleasure" into tenure during "good behaviour". At stake was the dignity of the profession and the desire to be self-governing. These were linked to concerns about faculty involvement in university government and the desire that academic staff play a larger role in guiding their institutions.

The argument put forward by Dr. McGeer that tenure was one thing when universities were predominantly privately financed and that it became something else when they became publicly financed is a red herring. Both public institutions *and* private institutions in the past granted tenure during "pleasure". The development toward *de facto* tenure during "good behaviour" accompanied the tendency to public funding but it was not caused by it. More relevant was the relative scarcity of qualified academics in the 1960s. This *forced* Presidents and Boards to take seriously faculty claims to greater self-government and a more secure form of tenure.

In his remarks Dr. McGeer is clearly thinking of tenure during "good behaviour". This is a form which, in the Canadian context, is relatively recent. He is right insofar as he has recognized this. He denies, however, that this form of tenure is necessary for the protection of academic freedom. He was asked: "You think then that academic freedom is something that doesn't have to be guaranteed, it always exists?" He replied: "I would say so. I know of no instance where this (ie. academic freedom) has been tampered with in Canadian academic history. Now I expect that somebody's going to produce an example and find me wrong, but the protection really hasn't been tenure at all. The protection has been the good sense of the administrations, and the tradition that has developed, which will certainly be retained here in British Columbia, of autonomy for the universities."[3]

How does one comment on this statement? Is it not true that someone responsible for the British Columbia universities ought to be better informed? The history of academic freedom in Canada has not yet been the subject of a book. There are numerous articles, however, and it is not difficult to locate the evidence to prove Dr. McGeer wrong.

But first let's look at what academic freedom is. It seems to me it has three essential components: 1) *freedom to teach*, to

United College, Winnipeg: scene of famous Crowe affair

Prof. Horn is with the Department of History at Glendon College, York University. These remarks were made at a symposium on "Academic Freedom and Tenure" held at the University of Victoria, October 7, 1983.

Tenure and dismissal

by A.E. Malloch

Critics of tenure some time ago devised what they take to be an unanswerable question: "Is tenure protection of academic freedom, or is it job security?" The disjunction forces a choice between two answers. If you reply that tenure *is* a protection of academic freedom, then there is nothing more to say. Who in a university is opposed to academic freedom? To call for its protection is obligatory and costs nothing. If, on the other hand, you reply that tenure is job security, then champions of tenure are exposed for what they are — artists in mystification whose squalid purpose is to reduce the academic endeavour to the level of industrial relations.

But the disjunction which shapes this question need not be accepted. There is an answer which sets the two elements in proper relation to each other: "Tenure protects academic freedom by means of a conditional job security." True so far as it goes; obviously it has to be developed.

It must be admitted first that the word *tenure* itself invites misunderstanding. After all, anyone holding an appointment, whatever its duration and conditions, can be said to exercise *tenure* during the life of that appointment. Even if we take tenure in its narrower and generally accepted sense, as an appointment without term, it still requires clarification. An appointment without term can be brought to termination through death, resignation, retirement, or by action of the party making the appointment. This last consideration is crucial, because an appointment without term has nothing to do with job security if the power to terminate is unrestricted.

The significance of tenure as an appointment without term — in fact, the essential feature of tenure — is the procedure by which the appointment can be terminated. We go some way toward identifying that feature when we say that a tenured appointment can be terminated only for cause, but we do not go far enough because the question of whether cause exists cannot be separated from the question of how cause is to be found. If cause to terminate can be

Prof. Malloch is with the Department of English at McGill University. This paper is an abstract of remarks made at a symposium on "Academic Freedom and Tenure" held at the University of Victoria, October 7, 1983.

B.C.'s Minister for Universities Patrick McGeer

carry on research and to publish; 2) freedom to express oneself on matters of curriculum, academic standards and university governance; and 3) freedom of the professor, as a citizen, to address issues of public policy, politics, religion and morality. It also involves a related aspect — freedom from arbitrary punishment and dismissal. The third has been most obviously embattled. *But* there have been an ample number of cases of interference in all three areas.[4]

Professors have been attacked by politicians, by administrators, by Boards of Governors, by alumni, by students, and by their colleagues, for exercising their freedom as teachers, as scholars, as members of the university community, or as citizens. (I do not refer to cases where faculty members fell foul of the laws of libel). When their academic freedom has been attacked they have, on occasion, been saved by the good sense of a President or a Board of Governors (when they weren't doing the attacking in the first place.)

In the early 1930's for example, R.B. Bennett, then Prime Minister of Canada and, I believe, a member of the governing Board of Dalhousie University, demanded that R.A. MacKay be dismissed. MacKay had written an article in *Maclean's* about the Beauharnois Scandal. In the course of it he had suggested that there was little to choose between the Liberals and the Conservatives when it came to the influence of money on priorities and politics. Bennett felt personally offended. However, the Dalhousie President and Board resisted his suggestion; MacKay heard about the threat only afterwards.

Sometimes there was little protection. The President and Board of the University of Toronto had become convinced in late 1940 that Frank Underhill had become a liability because of his outspoken views on Canada's external relations. His comments were controversial. Underhill was knowledgeable in the area but that would not have saved him. He had been attacked before for expressing unorthodox views about recent history (World War I) and current priorities. He had enemies. He found, after being asked to resign (or be fired), that his appointment was at the pleasure of the Board, on the advice of the President. If they wanted him to go he had no recourse. Although he could ask for a chance to defend himself, the University did not need to grant it. Nor was there provision for an impartial body to adjudicate charges and defence. Underhill kept his job because of evidence that he had powerful friends and protectors in Ottawa; *not* because of the good sense of administration or Board, except insofar as they recognized *force majeure* when they felt it.

In 1933-34 Professor King Gordon of the United Theological College was dismissed, ostensibly on budgetary grounds. There was, however, a strong suspicion at the College, and in the United Church, that his vocal Christian Socialism was the reason. He had offended powerful members of the Board. Friends raised enough money to fund his teaching of Christian Ethics and Religious Education. After one year of this somewhat unusual arrangement, the Board and Principal rejected a renewal. They clearly wanted to be rid of him. (Gordon ran for election as a CCF candidate in 1935 general election in Victoria. He ran, also, in 1936 and 1937 by-elections; he lost by only 95 votes in 1936.)

I could go on. But enough. The vital point I wish to make is that "tenure during pleasure" is an inadequate guarantee of academic freedom. There is evidence that in "the good old days" professors rarely commented on issues of the day. Were they merely "respectable" or were they afraid (or both)? There was, certainly, little advantage to sticking one's neck out. Ernest van der Haag has suggested that:

> "Restriction of academic freedom cannot be measured by the number of cases publicly debated. Prevenient restriction—the semi-conscious adoption by professors, chairmen and administrators of standards they believe will not offend public opinion—is probably more important, and it is not measurable. Prevenient restriction, which makes selection and promotion depend upon criteria other than professional qualifications—all too often on conformity to current academic or social fashions—has restricted academic freedom far more than formal outside threats to it."[5]

Tenure during "good behaviour" is not, of course, a cast-iron guarantee of academic freedom. But it is better than tenure during "pleasure". Dr. McGeer asks faculty members in British Columbia to trust in the good sense of Boards and administrations. They may indeed have good sense. But, equally, they may not. The history of academic freedom suggests that academic due process is a better defence of academic freedom than the good sense of Boards of Governors. If dismissal of a professor is thought to be necessary, specific charges against which one can defend oneself are infinitely preferable to vaguely defined shortcomings and innuendo. Let us put not our trust in Princes.

One thing is clear to me. Bill #3 (The Public Sector Restraint Act) as it now stands (Oct. 1983) will permit something perilously close to arbitrary dismissal. That could be disastrous for British Columbia universities.

Notes:

1. George Whalley, ed. *A Place of Liberty*, Toronto and Vancouver, Clarke Irwin, 1964.
2. See *A Place of Liberty*, pp. 188ff. or *CAUT Bulletin* for Dec. 1975; paper by Donald Savage, first read to Canadian Historical Association, Edmonton, June 1975.
3. Patrick McGeer, as reported in *UBC Reports*, Vol. 29, No. 14, Aug. 3, 1983.
4. See: Michiel Horn, "Professors in the Public Eye: Canadian Universities, Academic Freedom, and the League for Social Reconstruction", *History of Education Quarterly*, Vol. 20, No. 4, Winter 1980.
5. Ernest van den Haag, "Academic Freedom in the United States", *Law and Contemporary Problems*, Vol. 28, No. 3, Summer 1963, p. 519.

Dismissal — p. 9

found through the process of a university president alleging to his board of governors that there is cause, the importance of that phrase "for cause" is debatable. No board of governors, unless it wants to precipitate a political crisis, will reject the recommendation of its chief executive officer in so sensitive a matter as dismissal. If the President proposes and the Board disposes, then the alleging and the finding of cause are virtually indistinguishable, and the tenured appointment turns out to be an appointment at the pleasure of the Board.

The stipulation that an appointment without term can be terminated only for cause becomes significant when there is a genuine distinction between the alleging and the finding of cause. That distinction is secured in the case of tenure by requiring the university to allege cause, not to itself, but before third-party arbitration. That procedure makes it difficult, well nigh impossible, to dismiss someone for his or her political views, research orientation, or personal compatibility, and call it incompetence or neglect of students. The precise nature of the dismissal process thus becomes the means by which tenure protects academic freedom.

A dozen years ago, it was customary for Canadian university presidents (and AUCC) to object that the process of third-party arbitration was so cumbersome as to make dismissal for cause impossible. In recent years, however, presidents have been emboldened to test the process and the objection now is seldom heard. Between 1974 and 1980 five dismissal actions were initiated in Canadian universities and four were sustained in arbitration; in the past three years a further five actions have been initiated, and again four have been sustained. It is evident from these cases that tenure does not confer absolute job security, and that dismissal does not of itself constitute a violation of academic freedom. The tedious, theoretical arguments about tenure have become superfluous. It has shown itself in practice to be a reasonable and viable system.

Back to the bull-rushes

Scene: The board room of one of the newer universities on a golden summer afternoon. The twenty-five members of the Academic Board are sleeping, talking, or shuffling papers.

Chairman. The next item on the agenda today is the report on the Ten Commandments. Dr. Moses, who performed a secretarial role in their compilation, has agreed to come along and introduce the report and to answer questions.

Dr. Moses. Thank you. You have the ten recommendations, called commandments, on the paper before you. These words the Lord spake unto all your assembly in the mount out of the midst of the fire, of the cloud and of the thick darkness, with a great voice. And he wrote them in two tablets of stone, and delivered them unto me. Naturally, I conveyed them to the Academic Board Secretariat and I invite the Board to support these recommendations.

Professor Ezra. I would like to begin by commenting on recommendation ten. This is not particularly precise. It itemizes thy neighbour's house, wife, servant, maid, ox and ass but seems to lump his volvo, his spapool and his integrated stereo/video complex with "any thing that is his". Is any distinction being implied? Are there degrees by which one should or should not covet thy neighbour's things? Perhaps it would be better to categorize the items as important possessions, less important possessions and minor ones which are mainly useful for status?

Dr. Nehemia. I agree with that. The wording is loose in other places as well. Consider resolution number two: "Thou shalt not make to thyself any graven image". This is not the kind of language which we encourage in our student's essays and I would be happy to call a small departmental committee to rewrite it.

Mr. Isaiah. Yes, very true. Some of the

recommendations also seem to be in conflict with University policy. Number six says that "Six days shalt thou labour", making no reference to Official University holidays or statutory employment conditions. I cannot believe that this recommendation would be acceptable to the Staff Association.

Dr. Esther. True. Even worse, I must protest, as the only female member of the Board (or any other University Committee), at the sexist tone of the recommendations, particularly number ten. Also, no acknowledgement is given to the University policies on de facto spouses.

Dr. Jeremiah. Very well said. The language of the recommendations is very restrictive. All those "Thou shalt nots". I propose that we either insert "Normally" before "Thou shalt not" or that we replace the whole phrase with "other things being equal, it is a fairly good idea not to". It really isn't on to absolutely forbid academics from stealing, committing adultery or bearing false witness against their neighbours. There must be room for individual judgement.

Professor Ezekiel. Yes. Adultery, murder and so on are relative concepts. Rather than absolutely forbidding them, I suggest that where the recommendations appear to have been breached, that consultation between the individual academic, the Lord God and thy neighbour would be an excellent way of reaching a decision. If there is any disagreement, we could always ask the Vice-Chancellor for a ruling.

Chairman. If I take intention of this long discussion correctly, it would seem that the Board is unhappy with these recommendations and would wish to refer them back for further consideration, clarification and rewriting. Is this agreed?

Twenty-five unidentifiable mumbles are taken to indicate assent.

Dr. Moses. Yes, well. I seem to have had this kind of problem before. But I will see what can be done.

Mr. Obadiah. Before we leave this item, can I ask if any consideration has been given to adequate distribution of these recommendations?

Dr. Moses. I was given to understand that I was to announce these recommendations to all people, that they may learn them, and keep, and do them, so that they may walk in all the ways which the Lord your God hath commanded you, that ye may live, and that it may be well with you, and that ye may prolong your days in the land which ye shall possess.

Mr. Obadiah. Yes, but I think that the Board should have some say in it.

Dr. Moses. Of course. I wonder how I could have thought otherwise. Perhaps you would excuse me now as I have a plane to catch to Sinai, after I complete my Outside Studies Programme application in triplicate.

Chairman. Certainly. Now, we must move onto the next item, a very important one, on . . .

Reprinted from the Federation of Australian University Staff Associates Newsletter.

SSHRC tackles budget problems

The Social Sciences and Humanities Research Council may be forced to slash funds for programs in Canadian studies and research in priority areas because of a non-renewal of a special $5.9 million grant targeted to those areas.

At a meeting in March, the council was forced to make sharp adjustments in its program budgets in light of a net decrease of $1.1 million in available funds for 1984-85. In setting a new course, it considered the following factors:

☐ A three-year allocation (over and above the base budget) of special funds for the support of Canadian studies and research in priority areas expired March 31, 1984 and has not yet been renewed. The third-year grant is $5.9 million.

☐ Some $2.8 million will be added to the Council's base budget in 1984-85 to compensate for the effects of inflation.

☐ The Minister of Communications has recently announced that $2 million in new money will be added to the base in 1984-85. In making the announcement, the Minister hoped there would be a further increase in the near future, following the Cabinet's discussion of the SSHRC Five-Year Plan.

Faced with a net decrease of $1.1 million, the Council decided it was necessary to make an immediate adjustment to the program budgets, based on the above factors — while maintaining its arguments for additional needs under the Five-Year Plan, and for the need to maintain the momentum built through the special grants for Canadian studies and research in priority areas.

It passed three motions, with the following effects:

☐ Pending a decision on supplementary funding for Canadian studies and research in priority areas, under the Five-Year Plan, the $5.9 million will be withdrawn from the areas to which it had been allocated, in the proportions in which it had been allocated.

☐ The $2.8 million price increase will be allocated amongst the following program clusters proportionate to their 1983-84 budget: disciplinary based research; research in priority areas; human resource development; research communication.

☐ To ensure continued operations — even at an inadequate level — of the programs launched through the special funding, the new $2 million will be allocated to programs in the following proportions (after providing the necessary minimum for increase in operating budget): Canadian studies, 36 percent; research in priority areas, 60 percent; research communication, 4 percent.

The Council arrived at these decisions in the context of a 1984-85 budget which is almost totally committed at this time.

The net impact of these decisions will be to reduce the funding for disciplinary based research by $100,000 (to $26.4 million), to cut the money for research in priority areas by $2.0 million (to $5.2 million), and to increase the budgets for human resource development by $700,000 (to $14.9 million) and for research communication by $100,000 (to $6.6 million).

Public awareness program for science and technology

Donald J. Johnston, Minister of State for Science and Technology and for Economic and Regional Development, and Charles Lapointe, Minister of Supply and Services, have invited submissions from across Canada for the Public Awareness Program for Science and Technology.

"The major beneficiaries of this Program will be non-profit organizations, publishers and film and television producers, although other groups are invited to participate. The federal government has allocated $1.5 million in new funds annually, and awards will average $20,000", Mr. Johnston said.

Mr. Johnston announced this initiative last May, as part of the federal government's Technology Policy for Canada, in an effort to increase public awareness of Canadian scientific and technological achievements and potential. "We need to stimulate greater public interest in and understanding of the role and impact of science and technology on contemporary society", Mr. Johnston added.

The Program will be administered by the Science and Professional Services Directorate of Supply and Services Canada. The Minister responsible, Mr. Charles Lapointe, stated that the emphasis will be on providing funding assistance for specific projects or activities which have an interdisciplinary or national scope.

Submissions will be judged by a Selection Committee comprised of non-government representatives who have experience in promoting public awareness of science and technology. Applications are welcomed for the current year, with deadlines of May 15, 1984, for the first round of competition and November 1st, 1984, for the second.

A LOBBYIST'S NOTEBOOK

by Donald C. Savage

CAUT and SSHRCC funding

CAUT has been very active this year in support of funds for SSHRCC and for the renewal of the Five Year Plan, particularly since the recent announcement of a cut in the effective budget of the Council. We have met with Francis Fox, the minister responsible for the Council and with the opposition critics. We have asked the local faculty associations to write the relevant ministers in support of adequate funding, and have issued a number of public statements on the issues in question.

Bill C-12

The Liberal government has introduced legislation to impose the 6 and 5 program on federal transfers to the provinces for postsecondary education but not on other transfer programs. The Executive Secretary and CAUT professional officer Richard Bellaire appeared before the parliamentary committee to point out the folly of cuts in the area of higher education. We received strong support both in the committee and in the debate in the House of Commons from both the New Democratic Party and from the Conservative Party. Dr. Pauline Jewett (NDP — New Westminster) has been particularly active in opposition to this bill.

Income Tax

CAUT has developed a series of four recommendations to amend the income tax law and regulations so that university researchers, scholarly writers and artists will be treated fairly. We have appeared before the parliamentary sub-committee. We were represented at that meeting by CAUT President Dr. Sarah Shorten, Prof. Walter Mis of the Faculty of Law of the University of Alberta, Prof. Virgil Hammock of the Department of Fine Arts at Acadia and the Executive Secretary. We had a very full discussion and thought that our reception was most favorable. We also appeared before the Conservative Task Force on taxation. Perrin Beatty (PC-Wellington-Dufferin-Simcoe), David Crombie (PC-Rosedale) and David Orlikow (NDP-Winnipeg North) have all been extremely helpful to the CAUT. We have asked all faculty associations and as many members as possible to write to the Minister. We have also written to the Learned Societies asking them to take up the matter at their annual meetings this spring, and we have asked the federal cabinet ministers responsible for research and other university funding (Serge Joyal, Francis Fox, Donald Johnston, and Monique Bégin) to support our cause.

Security and the universities

Last summer, CAUT made representations to the Senate committee on security which was created to review Solicitor-General Robert Kaplan's proposed legislation to create a new security force. *Many of our objections to that piece of legislation were met in the report of the Senate committee. We nonetheless continued to have some concerns which we expressed* in a letter to Mr. Kaplan. We have now requested permission to appear before the parliamentary committee which is considering Bill C-9 and expect to have a hearing before the publication date of the *Bulletin*.

The Fraser Committee

CAUT has had a long-standing concern about censorship and the criminal code. We communicated these concerns to the Fraser Committee which was set up by the Minister of Justice to make recommendations concerning obscenity. We also commissioned a symposium in the *CAUT Bulletin* and sent that to the committee as well. We appeared before the Committee in Ottawa on April 6. The President and the Executive Secretary represented the CAUT.

The Bovey Commission

OCUFA asked CAUT to arrange meetings for both our organizations with federal MPs concerning the Bovey Commission since the question of university funding is a shared federal/provincial responsibility. At the time of writing, successful meetings have been held with the Ontario NDP caucus and the Ontario Liberal caucus, both of which we have supplied with information on a regular basis.

The Liberal convention and the federal election

CAUT is planning a lobby effort at the Liberal Convention and in the subsequent federal election. We have asked each faculty association to appoint a person to co-ordinate these activities locally. You will get a fuller report in subsequent issues of the *Bulletin*. We have also taken legal advice concerning the recent amendments to the Election Act which would seriously impede any lobbying at election time. The Policy and Political Action Committee is considering what action to take to try to secure changes in the legislation.

Meeting with the Conservative Party critics

Thanks to the good offices of Walter Maclean (PC-Waterloo) and the officials in PC leader Brian Mulroney's office, CAUT met on April 11 with the Conservative Party critics who deal with the issues of interest to the university community. CAUT was able to review the full range of its concerns and recommendations. There will be a fuller report in the next issue of the *Bulletin*.

Jottings on restraint

The B.C. government spent $186,000 on a pamphlet on restraint...The *Globe and Mail* said of the auditor-general's report in Ontario: "The report paints a picture of a government which lavishes its money where it chooses, without control, rewarding friends and favouring impulse over prudence"...There was no tender for the Ontario Lottery agency advertising contract which was simply awarded to the agency whose president is one of the premier's advisors...Premier Lougheed spent $239,000 to go on his visit to the Orient; however, his government intends to clamp down on single parents attending universities...Did you know that the federal government spent $800,000 on Loto Canada without selling a single lottery ticket? ... And that the federal Public Works Department rented office space for $12 million when it had on its hands 49,400 square metres of empty office space on which it was losing $7,700,000. You can buy a lot of assistant professors for these sums. It is not restraint — it is choice.

The Nova Scotia Confederation of University Faculty Association reports to the Province's Royal Commission

The idea of a university

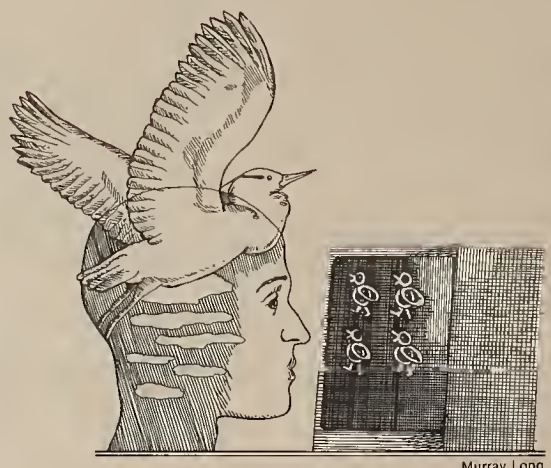
In recent years, governments have been increasingly tempted to interfere in the functioning of universities. In a period of economic stagnation, lured by hopes of growth through the development of sophisticated technology, frustrated by the shortage of highly skilled workers and planners in crucial areas of industry, government as well as industry have tended to view the university as a potential instrument for economic development and for the quick production of an appropriately trained workforce. However, the Task Forces and bureaucratic committees have not always shown evidence of careful thought about what a university is and what its most valuable contribution to society can be.

Members of the Nova Scotia government have talked much of the rationalization of higher education. If "rationalization" is only a code-word for reducing expenditure and amputating parts of the Nova Scotia system of higher education — built up with such long-enduring effort by the community — then the use of that word is an act of intellectual dishonesty. On the other hand, an attempt based on sound educational thinking to "rationalize" an educational system should be commended if it aims at producing better educated students or better research and scholarship. F.R. Leavis writes that the question of how to produce the person "of humane culture who is equipped to be intelligent and responsible about the problems of contemporary civilization — this is a truly urgent study, but a study that apart from an adequate preoccupation with the Idea of a University is likely to end in despair."[1]

The first function of a university is the pursuit of knowledge. Sir Walter Raleigh, the Nineteenth Century literary critic, put it like this:

> ...a University is an institution for guarding and increasing our inheritance of knowledge, and above all (because knowledge increases only by process of natural growth) for keeping knowledge alive. Life implies decay and renewal; a University must be perpetually alert to discard superseded methods and to detect the importance and significance of new studies and new ways of approach. It rehandles all fundamental conceptions, and revises them. It begins at the beginning, and builds from the foundation. It raises fresh crops by turning over the old soil. It is constantly vigilant on the frontiers of knowledge. It cares little for drilling men in masses, in barrack-yards; it encourages adventure, and gives to each a place in the extended line of pioneers, who are pushing forward the boundaries and claiming new provinces. It never sets itself to produce things equal to sample, but attempts rather to increase human power and human knowledge.[2]

It is the business of a university to discover penicillin: it is not its business to produce and market penicillin. Nor is it the business of the researcher to teach the skills of producing it for their own sake. Every valuable member of university is a student. The most advanced students are the members of faculty and some of their time must rightly be allocated to teaching the less advanced how to pursue knowledge. Skills must be taught at times, skills necessary for this pursuit of knowledge, but it is not the function of the university to train students in simple skills that are an end in themselves. James Cameron made that point just as he was indicating how much of obvious practical, utilitarian value is spun off as a by-product of the university's central activity: "Any university department that conducted its assigned studies primarily as vocational skills to serve practical ends would soon find that it was stagnating or getting worse. In any case, the world seems so to be arranged that a passionate curiosity unaffected by any desire for practical results does in fact produce, without aiming at it, results that are useful by the standards of the world."[3]



Murray Long

This is not to say that education for the professions is out of place at the university. Engineering, architecture, law, medicine, nursing, business, are all taught at our universities, and properly so. These are complex skills best practised by persons whose education in those skills has been preceded by general undergraduate education, or who learn these skills in institutions that afford contact with many disciplines.

However, it is not the function of university education merely to transfer information or data. What it does attempt to teach is the action of the mind on information: the ability to evaluate what is important or central, the ability to question conclusions based on inadequate data, the ability to see relationships and differences. The university teaches not information but the use of information. The educated person learns to recognize for what they are worth, the "random theories and imposing sophistries and dashing paradoxes, which carry away half-formed and superficial intellects."[4] Newman says, "education is the preparation for knowledge" and the university "educates the intellect to reason well in all matters, to reach out towards the truth and grasp it."[5] So universities are centres of search for truth and they are most valuable when they educate citizens in the methods and value of that search.

At the heart of such a university and central to its function is the very element that is most threatened by those who talk of rationalization, market related educational planning or the production of highly skilled artisans: that is, the education in the liberal arts, the humanities, natural sciences and social sciences. "Literature stands related to Man as Science stands to Nature. It is his history," says Newman; and then "literature is to man in some sort what autobiography is to the individual: it is his Life and Remains."[6] As the Nova Scotia Royal Commission of Inquiry Into Post-Secondary Education ponders the needs of our students through the year 2000 A.D., we would wish to emphasize this priority — the central need for a liberal education. We will return to this when we examine the dangers of specialization. Any attempt at supposed rationalization which reduced access to arts and science programs would be misguided. A process of "rationalization" which attempted to tidy up the offerings across the disciplines on particular campuses and which thus reduced the availability of elective courses especially to students in highly structured professional programs would be destructive and retrograde. It would appear to offer administrative neatness but it would narrow the students' horizons dangerously and eventually even limit the ability of the professional to function satisfactorily. One might indicate, for example, the importance of education in ethics to a physician who must confront the problems of euthanasia, *in vitro* fertilization, abortion or genetic manipulation; the importance to the town-planner or architect of sociological and psychological issues; the importance to the judge of literary questions relevant to the nature of pornography.

The danger of excessive specialization is already present in our educational system — as in our society. As the Royal Commission makes recommendations that relate to our post-secondary institutions and their development into the next century, it should be aware of this problem and try to counter its negative effects. The more the labour market attempts to use post-secondary education as a process for supplying skilled labour ready-made for the workplace and the more the financial rationalizer attempts to reduce costs and to streamline that process, the greater the pressure to produce highly specialized but narrowly trained citizens. Dr. Copleston in the Nineteenth Century saw the danger to individual development of producing specialists ignorant outside their own narrow specialization:

> In proportion as (each individual's) sphere of action is narrowed his mental powers and habits become contracted; and he resembles a subordinate part of some powerful machinery, useful in its place, but insignificant and worthless out of it.[7]

As far as undergraduate students are concerned, access to a broad range of disciplines is important not only for self-discovery and the development of a breadth of interests but also because of the intellectual flexibility that is acquired. This has a practical value if it is true, as some futurologists predict, that the adult of the next generation will have to change careers at least three times in a rapidly changing world. It is the duty of the university to educate human beings to live with awareness, understanding and the potential for wisdom in such a world. Ortega Y. Gasset speaks of the "peculiar brutality and aggressive stupidity with which a man comports himself when he knows a great deal about one thing and is totally ignorant of the rest."[8] A post-secondary "educational" system that moves towards producing citizens of that kind would be guilty of social betrayal. Over-specialization would then be even more of a problem in the next few decades than it is now. Our institutions should not be compelled to exacerbate the problem and our students should not be coerced by financial pressures in that direction. Leavis, at one point in his work, contemplates the "enormous technical complexity of civilization, a complexity that could be dealt with only by an answering efficiency of co-ordination — a co-operative concentration of knowledge, understanding and will (and 'understanding' means not merely a grasp of intricacies, but a perceptive wisdom about ends)." He goes on to suggest that "an urgently necessary work, conse-

In April, 1983, the Nova Scotia Confederation of University Faculty Associations (NSCUFA) presented a major brief to the Province's Commission on Post Secondary Education, a three-member body mandated to review and recommend changes to Nova Scotia's post secondary education system. NSCUFA's brief, "Survival, Development and Social Value: the Universities of Nova Scotia to the 21st Century", presents a powerful defense of the traditional liberal arts education. "The idea of a university" is the first chapter of the brief.

Le 13 avril 1984, la Nova Scotia Confederation of University Faculty Associations (NSCUFA) a présenté un important mémoire à la Commission provinciale de l'enseignement postsecondaire, organisme composé de trois membres et chargé d'examiner le système d'enseignement postsecondaire de la province et de proposer des changements à y apporter. Le mémoire de la Confédération, Survival, Development and Social Value: the Universities of Nova Scotia to the 21st Century, *présente un puissante défense de l'enseignement des arts libéraux. "La notion d'université", tel est le titre du premier chapitre du mémoire.*

quently, is to explore the means of bringing the various essential kinds of specialist knowledge and training into effective relation with informed general intelligence, humane culture, social conscience and political will. Here, in this work, we have the function that is preeminently the university's; if the work is not done there it will not be done anywhere.'"[9] The health of a university as an educational institution benefitting our communities and our students owes much to the variety of its offerings. In its rich, varied intellectual atmosphere, students and faculty members benefit from the interaction of disciplines. The specialist then has the means of protection from insularity because narrow, restrictive courses of study are placed within a context.

Here, in Nova Scotia, the universities help to prescrve the identity of the province and enrich its consciousness: in their libraries and in their sponsorship of writers and artists, in their historical, scientific and social research. Yet, the university is an international institution. It must work by methods that are recognized by the international community of scholars as sound — whether the work is on dialect variations in Cape Breton, or Nova Scotian folksongs or the history of the Irish immigrants in this province. Nor do the universities best serve the people of the province by research and teaching narrowly focused on provincial issues. Nova Scotians live in a nation set in a world composed of other nations, languages and ideologies. (The laws of science, of medicine, and of nutrition are universal.) The narrow and exclusive restrictions of the work of the university to provincial interests would be at least as dangerous as the failure to recognize the relative importance of those provincial interests in national and global perspectives. It is here too that bureaucratic intervention and compulsion could destroy the credibility of a university program of teaching or research.

It is because of the commitment to excellence in the pursuit of knowledge and truth that university autonomy is a necessary precondition of a healthy system of higher education. The aims and methods of research and scholarship can be judged best by those most expert in their use. This is true also of university programs, curricula and teaching methods. No one is more critical of triviality and irrelevance in scholarship or scientific research than those who are qualified to be members of the international community of scholarship. It is only in that context that the standards of value can be established. Interference by bureaucrats or governments or corporations can be as damaging as an inexpert person tinkering with a complex electronic device or piece of machinery. No one would presume to do brain surgery simply because he or she were rich or powerful or elected to public office. Recent history is full of examples of the corruption of educational systems by more or less authoritarian governments. The well-known example of "Lysenko Biology" in the Soviet Union revealed how even the natural sciences can be perverted by such interference, as can the social sciences and the humanities. The wholesale dismissal of Jewish professors in the 1930's in Nazi Germany is equally notorious.

Universities funded out of the public purse must, we fully agree, be accountable. This can be done by politically independent agencies such as the MPHEC was designed to be and is capable of being. The Government of Nova Scotia, however, has recently acted to intervene in educational decision-making without due consultation with appropriate bodies. This has already been as destructive as it has been ill-advised. In a healthy society, the university must be free to think independently and it must be free to criticize. Criticism is not pleasant to any politician or corporate president (nor indeed to any academic) but informed criticism is the lifeblood of a democratic society and it is not possible unless external government control is kept at least at arm's length. James Downey, President of the University of New Brunswick, recently suggested that the university in a modern democracy should function with special security and freedom to be outspoken:

> It may at times be displeasing, even offensive, to a society to have an institution in its midst that points up what is wrong about its ways of believing or behaving, but it is a good antidote to revolution. In fact, we know that where universities have failed to carry out this responsibility, or have been prevented from doing so, democracy has slipped inexorably into dictatorship or barbarism.[10]

Criticism, honest evaluation, accurate assessment of the facts, are activities that are dangerous to the practitioner. They tend to provoke anger and revenge. Yet, if they are central to the function of the university, their practitioners must be protected. Academic tenure is the instrument shaped for the defence of academic freedom. It is a fragile but essential protection for activities that are essential to the health of a good university and society. University autonomy and faculty tenure are fees paid to insure intellectual health in the institution on the one hand and in the individual on the other. Raleigh said elsewhere: "Because they are seeking what it is not easy to find, the universities have always been jealous of control. They have often given harbourage to studies which for one reason or another were unpopular in the world without. They have been the homes of many great heretics...Freedom to think, to criticize, to doubt, are essential to a University".[11]

If the universities are to be politically independent of government, they are still to be accountable to the public by being fiscally responsible. This does not mean that the universities must be seen to have a usefulness that is measurable by a simple-minded cost-benefit analysis. It is surprising to reflect how long this argument has been with us. These words were written more than a hundred years ago:

> the utilitarians in government and the private sector insist that Education should be confined to some particular and narrow end, and should issue in some definite work, which can be weighed and measured. They argue as if every thing, as well as every person, had its price; and that where there has been a great outlay, they have a right to expect a return in kind. This they call making Education and Instruction "useful", and "Utility" becomes their watchword. With a fundamental principle of this nature, they very naturally go on to ask, what there is to show for the expense of a University: what is the real worth in the market of the article called "a Liberal Education", on the supposition that it does not teach us definitely how to advance our manufactures, or to improve our lands, or to better our civil economy; or again, if it does not at once make this man a lawyer, that an engineer, and that a surgeon, or at least if it does not lead to discoveries in chemistry, astronomy, geology, magnetism, and science of every kind.[12]

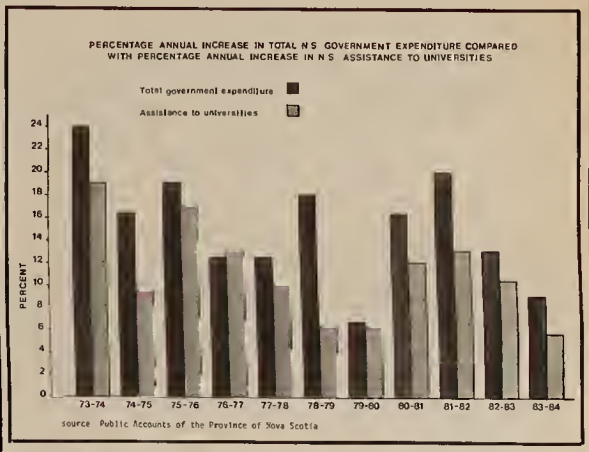
Part of the answer is that higher education is most useful to society when it does well its job which is *educating* "good members of society", preparing adults with the intellectual skills that will prepare them for industry, commerce, government, the law, etc.

> It is education which gives a man a clear conscious view of his own opinions and judgments, a truth in developing them, an eloquence in expressing them, and a force in urging them. It teaches him to see things as they are, to go right to the point, to disentangle a skein of thought, to detect what is sophistical, and to discard what is irrelevant. It prepares him to fill any post with credit, and to master any subject with facility. It shows him how to accommodate himself to others, how to throw himself into their state of mind, how to bring before them his own, how to influence them, how to come to an understanding with them, how to bear with them.[13]

Higher education can serve not merely to enrich the leisure of the society of tomorrow but also its efficiency in the workplace, though the approach may seem indirect.

Furthermore, it must be recognized that by preserving and transmitting the science and literature of a society, the university works with that society's artistic community to

> preserve and develop a continuity of consciousness and a mature directing sense of value — a sense of value informed by a traditional wisdom... The universities are recognized symbols of cultural tradition — of cultural tradition still conceived as a directing force, representing a wisdom older than modern civilization and having an authority that should check and control the blind drive onward of material and mechanical development, with its human consequences.[14]



The universities are, of course, a part of an overall system of education in the province and that system should have a sensible design. In our view, if there are difficulties with that overall system, the difficulties are not with the universities, which are competent and adaptive. Under the auspices of the MPHEC, the universities have achieved a certain amount of coordination; however, the institutes of technology and the vocational schools have not been regulated in the same way. In examining this state of affairs it may be tempting to consider the possibility of developing a community college system in Nova Scotia similar to those that have been established in such places as Ontario. It is argued in Chapter 6 that establishing such colleges here would be a mistake.

Within itself, the university is an essentially democratic institution. It is also true that it has its hierarchies and that it is endlessly engaged in grading and evaluating, but it is democratic in the sense that it is not influenced by birth, or rank, or wealth in its recognition of intellectual excellence. It has always been a route by which the competent individual could win recognition in societies in which birth and privilege closed other routes to distinction. Wordsworth recalled with affection the freedom which the world of the university had offered him:

> Nor was it least
> Of many benefits, in later years
> Derived from academic institutes
> And rules, that they held something up to view
> Of a Republic, where all stood thus far
> Upon equal ground; that we were brothers all
> In honour, as in one community,
> Scholars and gentlemen; where, furthermore
> Distinction open lay to all that came,
> And wealth and titles were in less esteem
> Than talents, worth, and prosperous industry.[15]

So, if our universities are to serve our society most effectively, the question of accessibility to higher education is one which this Royal Commission must consider carefully. If what has been argued above is true, a society can only benefit practically and culturally by offering higher education to all those who can and will cope with the demands it makes on the mind and on the character.

1. F.R. Leavis, *Education and the University*, London, 1948, pp. 29-30.
2. W. Raleigh, *The Meaning of a University*, New York, 1966, p. 9.
3. J.M. Cameron, *On the Idea of a University*, Toronto, 1978, p. 15.
4. J.H. Newman, *Select Discourses from The Idea of a University*, M Yardley, ed., Cambridge, Eng., 1955, p. 13.
5. Ibid., pp. 68 & 69.
6. Ibid., pp. 124-125. The quoting of language of an earlier time that uses "man" or "men" to mean "people" is not meant by NSCUFA as an endorsation of the sexist attitude inherent in such language. The problem is virtually unavoidable in direct quotations, but for our own writing we have attempted to follow the guidelines set out in our publication, *Her and His: Language of Equal Value*, 1981.
7. Quoted by Newman, p. 91.
8. Quoted by Leavis, p. 29.
9. Leavis, pp. 22, 24.
10. James Downey in *University Affairs*, May, 1983, p. 9.
11. Raleigh, p. 17.
12. Newman, p. 77.
13. Ibid., p. 101.
14. Leavis, pp. 15-16.
15. *The Prelude* (1850), IX. 222-232.

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CAUT testifies before Nova Scotia Royal Commission

by Jill Greenwell

L.-R.: Donald Savage, Sarah Shorten, Philip Welch appear before Nova Scotia Royal Commission on Post Secondary Education.

The CAUT appeared before the Nova Scotia Royal Commission on Post Secondary Education on February 11. Representing the Association were CAUT President Sarah Shorten, Vice-President Philip Welch and Executive Secretary Donald Savage.

In its brief to the Commission, the Association addressed matters of concern to CAUT members in all provinces.

The Association stressed that universities must be free to teach and carry out research without political interference. It warned that government underfunding and present provincial education policies are threatening university autonomy and academic freedom.

All society benefits when academics are free to question and criticize conventional wisdoms and tenure protects them against reprisals for their views and teachings, the Association said. But, it added, tenure is not a passport to job security and will not protect university teachers if they fail to meet their employment obligations.

The CAUT emphasized that there should be a balance between a university's right to autonomy and the government's duty to ensure that public funds are spent wisely. It advised that bodies which mediate between universities and government, such as boards of governors and special commissions, have members who are highly qualified and broadly representative and that they carry out their work openly.

The Association set out the following conditions for such "buffer" bodies:

☐ They should be genuinely independent of government or university control.

☐ They should be less secretive about their work.

☐ They should provide informed and public advice based on research.

☐ They should control the introduction of expensive new programmes and facilities, but they should not infringe on the university's jurisdiction over academic policies and priorities.

In addition, the CAUT said that professors should be entitled to the same collective bargaining rights as other Canadians and that there should be no interference by government or buffer bodies in the contractual relationships between faculty and universities.

The Association also recommended the following:

☐ that all federal transfers to the provinces for education be passed on to institutions of higher education;

☐ that a provincial body be established to encourage research in areas of direct provincial interest, with safeguards against political interference in research work;

☐ that better student aid programmes be developed;

☐ that more university courses taught in French be provided;

☐ that continuing education and part-time studies be encouraged.

Jill Greenwell is a professional officer with the CAUT.

Federal task force to investigate provinces *diverting education dollars*

by Michelle Morissette

Former CBC president Al Johnson has been appointed to head a task force to propose new and better ways of ensuring that federal payments for higher education actually reach the destinations they were meant for.

At a meeting of the Faculty Association at the University of British Columbia with 300 faculty members attending, Secretary of State Serge Joyal said it was "clearly intolerable" for provinces such as British Columbia to decrease their funding to colleges and universities when the federal government had actually increased their payments.

Secretary of State Serge Joyal

He also criticized the province for cancelling its student aid grant program replacing it with loans and for closing the David Thompson University Centre.

"It is apparent that we must develop ways to ensure that money which parliament votes for post-secondary education actually reaches and benefits that sector," he said to a highly receptive audience.

"To this end I have appointed Al Johnson, to head up a task force to examine the current financing arrangements and to propose alternate methods of financing post-secondary education."

Mr. Joyal said Johnson would be meeting with university representatives, faculty associations, students and members of the general public within the next few weeks and that results of consultations across the country would be published in a white paper within the next year.

He said Parliament would then take a stand since a decision has to be made within the next two years.

"We're not talking about the year 2,000. We're talking about the very near future," he said. "Canadians have made it very clear that they've a strong preoccupation with health and education and the Canadian government is prepared to accept a leadership role."

"We've had to bite the bullet on education but we can't continue to transfer vast amounts of money without making sure that it is helping the system."

Federal payments for post-secondary education in B.C. stood at $450.7 million for 1983-84, slightly less than they would have been had it not been for the federal six-and-five restraint legislation but still $30 million higher than they were the previous year. However in its recent budget the B.C. government announced cuts of respectively three and five per cent to colleges and universities. In addition it announced the cancellation of student aid grants and the closing of David Thompson University Centre in Nelson.

At least 600 faculty members from UBC, Simon Fraser University and the University of Victoria signed a petition published in the Vancouver press asking the federal government to impose similar sanctions against provincial governments that divert funds from higher education as the new Canada Health Act proposes to do with governments that allow extra billing.

While acknowledging that such sanctions could be possible in the future, Mr. Joyal said as things stand now the federal government is powerless to impose such sanctions because the present transfer formula makes federal-provincial transfer payments for education purposes unconditional.

He said although the federal government has considered various options it has chosen to avoid public confrontation for the moment in order to permit a better climate for the negotiations of a new formula with the provinces in a little over a year's time.

Mr. Joyal added there was no question of increasing federal funding to such provinces as B.C. since there was no way of ensuring that such funds would ever make their way to the education sector. As well, he added, direct funding to students could prove equally disastrous.

He urged the B.C. government to reconsider its stand on post-secondary cuts, challenging them to roll-back the cuts in funding and to reinstate student aid grants as well as David Thompson University.

However, after holding conversations with the B.C. ministers of education and universities and colleges, Mr. Joyal said such a move on their part would be unlikely.

While stressing that current moves by both the B.C. and Quebec governments were "serious errors...which are challenging the basic assumptions that have formed the basis of education policy in this country," he said the federal government is committed to upholding the priorities it has established for post-secondary education in Canada.

The four federal priorities include:

☐ Maintaining a strong post-secondary capacity across the country.

☐ Developing a stronger system of accountability from the provinces for federal money destined towards higher education.

☐ Maintaining the principle of accessibility in order to permit all Canadians who wish to attend post-secondary institutions to be entitled to do so.

☐ Maintaining federal objectives for its programs that relate to education including research, employability and mobility.

Mr. Joyal said the B.C. government has created the biggest dents in the accessibility and the accountability sector.

"The precipitous and unilateral move to eliminate student aid grants announced by the B.C. government further damages what I believed was a shared understanding," he said. "Although I accept that student loans can be designed to be a fair, workable student aid measure, the Canadian experience has been that grants are needed, along with loans, for the more severe cases of financial need, and especially for undergraduates."

"I fear that the decision has been taken without regard for the principle of accessibility that was the basis for federal-provincial co-operation in this area, and without the concern for the negative consequences on potential students who are financially more disadvantaged."

The Bovey Commission: an update

by Sarah J. Shorten

As was reported in the February issue of the *Bulletin*, Ontario Minister of Colleges and Universities, Bette Stephenson, announced in the Ontario Legislature on December 15, 1983, the formation of a three-person commission to review the future role of Ontario's universities. The members of this commission were subsequently appointed, and are: Mr. Edmund C. Bovey, retired Chairman of Norcen Energy Resources Ltd. and a past member of the Board of Governors of Guelph University, who will chair the commission; Dr. J. Fraser Mustard, former Vice-President of Health Sciences at McMaster University, and now President of the Canadian Institute of Advanced Research; and Dr. Ronald L. Watts, Principal and Vice-Chancellor of Queen's University.

The Commission's Terms of Reference have also been announced, and appear in the accompanying box.

OCUFA has reacted vigorously and promptly to these developments. They have denounced the agenda of intervention and control, the reversal of the Ontario government's previous and positive policy on access, and the blueprint of the Minister, which envisages restricted university offerings and embraces increased institutional role differentiation as a primary objective. As they have demonstrated, there is at the present time a very considerable degree of role differentiation in Ontario's universities: there are only about a dozen undergraduate programs which are common to all the universities, and these are in the disciplines one would expect, such as English, French, Mathematics and the basic sciences.

The Ontario Confederation has set in motion a public campaign, through political action and media publicity, to bring to the attention of the public the implications of this blueprint for Ontario's university system.

The CAUT continues to work in cooperation with OCUFA to resist the further erosion of the strength and versatility of Ontario's universities, and of access to university education in Ontario. On February 1, 1984, the following letter was sent to Dr. Stephenson:

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Dear Dr. Stephenson:

I write on behalf of the Canadian Association of University Teachers, regarding the policies stated in your speech to the Ontario Legislature of December 15, 1983. Those policies constitute a radical departure from recent history, and can only cause profound concern for the future of the Ontario University system.

In Section II (Background) you cite the great expansion of Ontario's universities in the 1970's as being brought "by necessity". You identify this and the development of the colleges of applied arts and technology as producing a growth in post-secondary enrolment which is a source of pride to Ontario.

You recognize that the government-appointed committee on the Future Role of Universities in Ontario recommended in 1981 that the system receive adequate funding to achieve its proposed objectives.

You further acknowledge that the decision to form the Bovey Commission is one which can be seen as following the proposal by that Committee that, *in the event that their recommendation far funding that wauld permit a madest level of real growth were rejected*, the only viable course of action would be a "major restructuring", which would necessitate legislative intervention.

In effect, therefore, your announced formation of the Bovey Commission is a declaration that the Government of Ontario intends to continue to erode funding to the universities in this province.

I would recall to you the following statements in the report of the Committee on the Future Role of the Universities in Ontario (1981).

"Both research and the education of highly qualified manpower will be required if the province is to reach its goal of economic development while maintaining high quality services".

"The Committee remains convinced that the attainment of the objectives established for the universities will contribute to the economic and social growth of Ontario. The Committee is equally convinced that the objectives cannot be achieved within the current system unless funding during the decade is of the order of that proposed in Model I (a)"

That Model called for modest real growth and $25,000,000 annually in capital expenditure. In adopting its current course of action, the Government of Ontario can only be construed as pursuing, in a short-sighted and unilateral fashion, the goal of short-term "savings", at the cost of long-term and broader social, economic and cultural advancement.

It is profoundly disturbing not only to recognize this as the government's decision, but, furthermore, to recognize it as one which has not been the subject of genuine public or parliamentary debate. It would appear that the Government of Ontario is now willing to jettison past policies in which it felt pride, and under which it responded to what it conceived as necessity, in the pursuit of so-called "restraint".

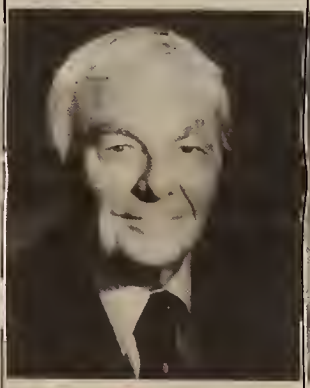
The word "restraint" has, of course, in recent times, connotations of responsibility, prudence and good sense. A closer analysis, however, would reveal that the so-called "restraint" programs are selective; they are being used to justify the singling out of particular sectors for a lower place in the hierarchy of budgetary priorities. The universities of Ontario have, over the last decade and more, been receiving a shrinking share of the provincial budget; they have also been systematically underfunded. Further cuts cannot in honesty be justified by "restraint"; they are a matter of choice and policy decision and signal a worsening of the already weakened position of our universities.

Section III of your announcement ("Climate of the 1980's and 1990's") opens with a clarion call for excellence, and a proposition that we should enhance the things we do well, and selectively ignore or eliminate other things. These two ideas are juxtaposed in such a way as perhaps to suggest that they are the same idea. Excellence in a university system does not mean merely selective concentration on "precise targets and defined directions" (page 9), especially where these are defined in terms of "provincial and national objectives as well as industrial initiatives while maintaining a high level of research activity" (page 13). Rather, it depends upon the maintenance of central core disciplines and a climate of academic freedom, within which alone the academic community can remain capable of fulfilling its social responsibility of identifying *new* directions and establishing innovative educational objectives.

You suggest (page 13) that "each university cannot aspire to universality". This is, if taken literally, true. No Ontario university at present has so lofty an aspiration. Nonetheless, the blueprint you advocate, which would include the assumption by the universities of characters and structures consistent with "more clearly defined, different, and distinctive roles" (page 12), entails the demise of some of our institutions as *universities*. It is, not merely historically (as you note), but also today, true that a university is not just an institution for research and teaching. It is a dynamic organism, capable of change, of disciplinary interaction and growth, and of social, cultural and intellectual leadership. The strength shown by our universities over the past decade, despite continued underfunding, bears witness to the importance of this essential nature of the university.

It is that essential nature which is in jeopardy under the blueprint that you propose. Not only is it in jeopardy in the short-term, the "operationalizing" of the blueprint. You look ahead to continuing "mechanisms of regulation, coordination and the provision of advice to government", to "ensure that the new university structure responds to societal needs in a coordinated manner, including the approval of new programs and the retirement of existing programs both at the undergraduate and graduate levels" (page 18).

What lies at the heart of my concerns, and those of my colleagues in the Canadian Association of University Teachers, is the issue of educational quality, not just in the immediate short-term, but for the decades ahead. To undermine at this time the strength of a system which constitutes so large a public investment, on financial grounds, is to ignore the financial and economic needs as well as broader cultural needs of the future.



Commissian Chairman Edmund C. Bavey

Dr. J. Fraser Mustard

Dr. Ranald L. Watts

You briefly recognize the need for the preservation of strength in liberal arts curricula (page 9), but this recognition does not illuminate or inform the other ideas expressed in your announcement.

Another area of deep concern to us is the question of access. This is a question which is of direct and serious concern to the public. As you recognize (page 7), predictions about student demand and needs are notoriously precarious. Existing evidence does not give grounds for any confidence in the view that student demand will drop. Indeed, at present, it is higher than it has ever been. It remains the case that native Canadians and persons from lower socio-economic groups are under-represented in university enrolment. The Bovey Commission, you state, "will clarify the meaning of accessibility in the context of economic realities and its recommendations on restructuring the university system". It is hard to read this in any other way than as a statement of the Government of Ontario's intent to reduce access and to impose controls on registration from outside the universities.

In this as in other areas of our concern, regarding the pursuit and maintenance of excellence, and the axioms of academic freedom, your speech heralds not merely a brief intervention but a wholly new and intrusive approach to the universities. The

Dr. Sharten is President of the CAUT.

steps you announce are drastic, revolutionary and shocking.

We welcome the announcement of the recent decision that the Bovey Commission will be holding hearings. Nonetheless, the blueprint for their work is contained in your speech, and the time for their deliberations alarmingly short. The people of Ontario deserve a chance to debate the issues raised. The Government of Ontario is reversing itself on the concept of the right to education and on that of University autonomy. These are major political issues and cannot responsibly be concealed from public view under the pretext of "forming a Commission".

Yours sincerely,
Sarah J. Shorten
CAUT President

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The reply of the Minister follows:

Dear Professor Shorten:

Thank you for your February 1, 1984 letter concerning my December 15, 1983, Statement to the Ontario Legislature establishing the Bovey Commission.

I do not feel there is much to be gained by debating the interpretations of my December 15th statement. A copy of the precise terms of reference will be sent out shortly to all interested parties, and I will ensure that you receive one.

I would like to offer a comment on one particular conclusion that you have drawn from the statement, namely, that it in some way indicates an intention to "erode funding" to the universities in Ontario. It is most interesting that in his December 28, 1983 article in the Hamilton *Spectator*, Dr. Alvin Lee, President of McMaster University, drew precisely the opposite conclusion from my statement.

The statement means what it says: the resources that will be available to the restructured system will not be substantially different from those that would have been available to the system were its structure to remain unchanged. It is not possible for me to state at this time what that level of funding will be. Funding for all publicly-supported institutions and services is dependent upon the state of the economy and the total amount of the various demands on our resources.

As you have noted, the Bovey Commission has indicated its intention to hold hearings and receive input from any interested groups. I am strongly of the view that the input of all members of the university community would greatly assist the Commission in its development of a plan for the future. I would urge CAUT to make its views known to the Commission through the mechanisms that are established for that purpose.

I remain convinced that the most important element in the Commission's success will be the willingness of faculty members and others within the system to accept change and to work together to ensure that our universities are strong, relevant, and dedicated first and foremost to the delivery of quality programs of higher education.

Yours truly,
Bette Stephenson, M.D.
Minister

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The CAUT remains deeply concerned that the agenda prescribed for the Bovey Commission in Ontario does not in any way either recognize the damage already done to the universities by more than a decade of underfunding, or promise any likelihood of positive and creative support for this important provincial and national investment.

The Ontario government is now lowest among all the provinces in terms of university operating grants per student (granting only 80.9 per cent of the national average). It is also lowest in terms of provincial operating grants per $1,000 of Provincial personal income (granting only 75.4 per cent of the national average). The proportion of the provincial budget devoted to grants to the universities has substantially declined in recent years.

The rhetoric of restraint sounds superficially plausible, but is, on analysis, revealed as a deception. What the Minister announced on December 15 was a policy choice: it is a choice which I remain convinced can and must be reversed. This campaign will be a long and demanding one, to convince both the Bovey Commission and the Ontario government that further erosion of the ability of the universities to provide a first-class, diverse and accessible advanced education to all capable students, and to maintain their research capacity, will carry serious social, cultural and economic costs to Ontario and to Canada.

This campaign is, however, one that is uniting student, staff and faculty organizations, and attracting the support of many other large and important allies. The CAUT will be maintaining active cooperation with OCUFA and other groups throughout the year, in opposing any further developments which jeopardize the academic autonomy of Ontario's universities. The CAUT Board in Febrary approved a strategic plan for this campaign, and agreed to contribute up to $15,000 to the common effort with OCUFA and the associations in Ontario.

Massera free: efforts now directed at Orlov, Shcharansky

Jose Luis Massera was released by the Uruguayan government in March 1984. An eminent mathematician and former deputy in the Uruguayan Congress, Prof. Massera was imprisoned in 1975 after a military takeover. He is reported to be free now to leave the country and to return, although there is no detailed information on any conditions of his release.

The International Campaign — Massera, organized through the Canadian Committee of Scientists and Scholars and directed by Prof. Israel Halperin and Prof. Henri Cartan, rallied international support from scores of academic organizations including the CAUT and thousands of concerned individuals.

Academics around the world are now being asked to focus their efforts on the plight of Yuri Orlov (physicist) and Anatoly Shcharansky (computer scientist) (see *CAUT Bulletin*, May 1980). Individuals and organizations are being asked to write to Konstantin Chernenko, Secretary General of the Communist Party, Moscow, USSR, simply indicating that they support the international campaign on behalf of Orlov and Shcharansky directed by Professors Cartan and Halperin.

Commission on the Future Development of the Universities of Ontario

Terms of Reference

The Commission's task will be to present to the Government a plan of action to better enable the universities of Ontario to adjust to changing social and economic conditions. The Commission should proceed on the basis that annual increases to the real public resources provided to the universities will reflect the desire to protect the integrity of the universities, to strengthen their ability to contribute to the intellectual, economic, social and cultural foundations of society, as well as to reflect the Government's policy of fiscal restraint and prudent management of public funds.

Without restricting the scope of the activities of the Commission, its review should include the following:

1. ☐ To develop an operational plan which, without reducing the number of universities in Ontario provides for more clearly defined, different and distinctive roles for the universities of Ontario in order to maintain and enhance the quality of university education by ensuring the appropriate concentration of academic strengths in areas of intellectual and social importance, including:
   - ☐ consideration of the designation of specific universities as centres of specialization with a view to preserving and developing further a calibre of teaching and research of national and international excellence;
   - ☐ consideration of the technological advances in the delivery of university education to geographically remote areas as well as the cost effectiveness that such technology may bring.

2. ☐ To address the issue of accessibility to university level education in the context of economic realities and in the context of a differentiated university structure including:
   - ☐ consideration of the importance of new patterns of credit study which embrace the concept of life long learning, including part-time and recurrent education;
   - ☐ consideration of the need for, and form of, general and specific entrance examinations to the Ontario University system;
   - ☐ consideration of the need for a process whereby adjustments can be regularly made to the resources allocated to professional programs such as education, law, medicine, dentistry, etc., and to the level of enrolment in these programs to respond to changing labour market requirements.

3. ☐ To address the method of distribution of university operating grants with a view to ensuring an adequate and measurable basis for public accountability while enabling the universities to remain autonomous in the governance of their affairs and ensuring that their responsibilities as institutions of higher education are discharged with integrity. The method of distribution should be sufficiently flexible to permit adjustments from time to time in response to the ongoing evolution of the new university structure and include consideration of:
   - ☐ appropriate ways to encourage faculty renewal and replacement;
   - ☐ funds necessary to facilitate faculty renewal and adjustments arising from the Commission's recommendations;
   - ☐ the appropriateness of program weights as one of the determining factors for funding distribution requirements;
   - ☐ the possible separation of research funding from instructional funding to ensure a harmonious blending of provincial and national objectives in research carried out in universities;
   - ☐ The distribution of provincial capital support and the role of private sector support in the maintenance and enhancement of the physical structures of the system;
   - ☐ appropriate tuition fee policies that reflect on the one hand accessibility policies recommended by the Commission and on the other equitable levels of student contribution with respect to the overall cost of the university system.

4. ☐ To consider the need for mechanisms for regulation, coordination and the provision of advice to the Government, and in particular to clarify the role of the Ontario Council on University Affairs in the context of a new and differentiated university structure.

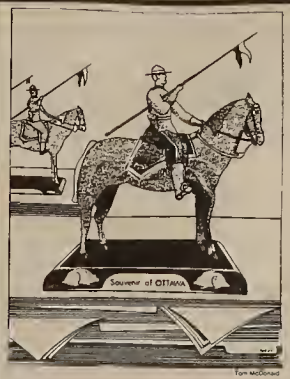
5. ☐ To report its plan of action to the Minister of Colleges and Universities by November 15, 1984.

Commission on the Future Development of the Universities of Ontario

Operational Schedule

January - November, 1984

1) Initial identification of issues and alternatives	*Jan. - Mar.*
2) Preparation of Discussion Paper and full consideration and development of alternatives	*Mar. - May*
3) Publication and release of Discussion Paper	*June*
4) Study of Discussion Paper by interested individuals, groups and universities	*June - Aug.*
5) Deadline for formal briefs to Commission	*August 20*
6) Public Hearings in cities where Ontario universities are located	*Sept.*
7) Consideration and review of alternatives in light of reactions to discussion paper and further research	*Sept. - Oct.*
8) Preparation of final report	*Oct. - Nov.*
9) Submission of Commission's report to the Minister of Colleges and Universities	*November 15*



Solicitor General moves on security files

CAUT has been concerned for many years about the activities of the RCMP on university campuses. There is evidence that the RCMP has in the past recruited informers on campuses and has in other ways improperly monitored campus activities. Some of these activities have been carried on under the guise of conducting routine security assessments for employment in the public service. Since the appearance of the report of the Macdonald Royal Commission on the RCMP several years ago, the CAUT has been urging the implementation of many of the recommendations of the report which affect universities. These include recommendations calling for revisions to the procedures for the conduct of security assessments. The following exchange of correspondence between the Solicitor General Robert Kaplan and the CAUT is encouraging and is reproduced for the information of members.

To the Hon. Robert Kaplan,
Solicitor General of Canada:

We were glad to learn from recent press reports that the destruction of security files by the RCMP has begun and that the procedure will be monitored by the Privacy Commissioner. We applaud your decision to destroy the files and would like to suggest that you announce, from time to time, the number of files which have been destroyed.

We remain concerned that the proposed Canadian Security Intelligence Service will have a broad mandate to conduct routine security assessments. May we urge you again to include provisions, in any new bill to establish the service, which would restrict the number of confidential files which are opened and which would require the regular destruction of out-dated files.

Victor W. Sim,
CAUT Associate Executive Secretary

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To Dr. Victor W. Sim,
CAUT Associate Executive Secretary:

Thank you for your letter of January 4, 1984 concerning the destruction of RCMP Security Service files.

I was pleased to note your agreement and approval of the action I have taken to reduce the number of files on individuals whose retention was no longer operationally justifiable, and also of the role of the Privacy Commissioner in monitoring the disposal process.

I also thank you for the suggestion that I should periodically announce the number of files destroyed. I have considered this matter at length, and have concluded that it would not be in the public interest to identify the precise number of files the RCMP has as its data base at any particular moment. I can assure you, however, that the number of files on individuals already identified for destruction under my new policy is in the hundreds of thousands.

I believe that effective control of the number of files in the security agency's data base lies in the statutory mandate and oversight measures proposed in the revised legislation to establish the CSIS (Bill C-9) which I recently introduced in the House of Commons. This legislation would clearly restrict investigation by CSIS to three basic types of individuals: any individual whose activities constituted a "threat to the security of Canada", as defined at s.2 of the Bill; any individual wishing to comply with Canadian Immigration or Citizenship requirements, as laid down by Parliament; or any individual whose employment duties require a "security assessment", as defined at s.2 of the Bill — that is to say whose job requires a security clearance. You should also note that the revised Bill would expressly prohibit the collection of information on individuals engaged in "lawful advocacy, protest or dissent."

In your letter, you express some concern with respect to "routine security assessments." Two aspects of the new Personnel Security Policy currently being developed to replace Cabinet Directive 35, will complement the provisions contained in the proposed CSIS Act. First, the Government is in the process of changing the system for classifying national security information so that positions requiring a "security assessment" as a preliminary to granting a "security clearance", will be positively identified. It is intended that the policy will restrict the number of individuals requiring an investigation to those who in fact have access to information classified for national security reasons. Second, under the new policy, it is proposed that those individuals who require a "security assessment", must provide their *consent* to the investigation. This means that in the area of routine security assessments no one will be investigated without their knowledge and consent, and that it is reasonable to expect that the overall number of individuals put forward by Departments for investigation will be restricted to those who actually require access to national security information.

Finally, I can assure you that the file destruction policy I announced on February 11, 1983 requires the regular review and destruction of out-dated files on individuals.

I trust this information will help to alleviate the concerns you have raised.

Robert Kaplan,
Solicitor General of Canada

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To the Hon. Robert Kaplan,
Solicitor General of Canada:

Thank you for your letter of March 7. We are very pleased to learn of the proposed changes to the regulations for conducting security assessments. We are satisified that the changes you mention will work to the benefit of the Canadian public.

The matter of security assessments was discussed in Chapter I of Part VII of the report of the Macdonald Commission. We hope that the recommendations contained in that chapter will be implemented and that the regulations which replace CD 35 will make clear that routine security assessments will not be used to facilitate the collection of information about faculty and students who are not the subjects of security assessments. It would also be reassuring to know that the regulations will be drafted in such a way as to discourage the recruitment of campus informers during the conduct of security assessments.

Once again may I say that we are encouraged by the contents of your letter of March 7 which we plan to publish in a forthcoming issue of the *CAUT Bulletin*.

Victor W. Sim,
CAUT Associate Executive Secretary

Ontario Confederation of University Faculty Association
EXECUTIVE DIRECTOR

The Confederation representing the ten thousand professors and academic librarians in Ontario, is seeking an Executive Director.

The Confederation works to advance the professional and economic interests of academic staff. It concerns itself with issues of quality, funding, and access to university education in the province.

The Executive Director is the chief executive officer of the Confederation and is responsible for the delivery of services and information to members; maintains contacts with government and media; functions as Secretary to the Board of the Confederation; and supervises the work of a small central office staff.

Candidates should have familiarity with higher education issues and organization; possess suitable academic qualifications; have administrative experience and the ability to function in a team atmosphere with professional staff.

Salary and benefits package will be in the range of $50,000 to $60,000 per annum.

Applications (including a resumé) should be made by May 22nd to Professor John Snyder, Chair, Search Committee, at OCUFA, 40 Sussex Avenue, Toronto, Ontario M5S 1J7.

UNIVERSITY OF TORONTO
Department of Electrical Engineering

The Department of Electrical Engineering at the University of Toronto has openings in the following areas: (1) power electronics with special emphasis on the application of microprocessors (one position), (2) systems and control (one position), and (3) integrated circuits (two positions, one in Silicon integrated circuits and one in Gallium Arsenide integrated circuits, with particular emphasis on the impact of device technology on design techniques). The positions in areas (1) and (2) and one of the two positions in area (3) are in the tenure stream. Duties will include teaching at the undergraduate and graduate level with strong emphasis on research. In addition, candidates for the two positions in integrated-circuits will be expected to carry out cooperative industrial research with, among others, Northern Telecom Inc., Canada's largest telecommunications company. Depending on qualifications and experience appointments will be made at the Assistant or Associate Professor level.

Applicants should send a résumé, a statement concerning teaching and research interests and a list of at least three references to Prof. H.W. Smith, Chairman, Dept. of Electrical Engineering, University of Toronto, Toronto, Ont. M5S 1A4. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian Citizens and permanent residents.

BARGAINING TALK NÉGOCIONS

by Howard Snow

There is currently a great deal of activity in negotiations across the country, but few results. Many Associations are renegotiating existing agreements. Associations at **Calgary** and **Mount Allison** pursue first agreements. The **Concordia** Association has had news about the arbitration award for their first collective agreement. Details will be reported in the next issue of the *Bulletin*.

There is, as well, a continuing interest in certification. A number of Associations are examining the possibility of expanding their bargaining unit through the addition of part-timers or others who were left out of the original unit. In addition, there has recently been a renewed interest in certification at the University of **Toronto**. However, as in negotiations, there is little to report at this point.

Promotions

As this is the last Bargaining Talk column I will be writing, I would like to discuss an issue to which I have devoted little attention over the last three years. The issue of promotion seems to be taking on more importance and creating more difficulty recently. I am not certain why this has happened. I perceive no common thread. I propose to simply indicate what is happening in two universities and let you, the reader, draw your own conclusions.

In the April *Bulletin*, I reported briefly on promotion difficulties at the University of **Prince Edward Island**. In 1982, 13 of some 15 applications for promotion were rejected. The procedures at UPEI are not uniform. Many of the candidates had the support of their departmental colleagues, department chairman and Dean. The President at UPEI is assisted by an advisory committee which acts very secretively. It is not at all clear what procedures the committee followed, nor what standards it applied. In any event, its advice was communicated privately to the President, without the candidates being informed of whether it was positive or negative and with no indication of any concerns. The President then made a decision. Reasons were not given at that time.

All 13 candidates who were rejected appealed to the Appeal Committee of the Board of Governors. The Committee dealt with a number of common procedural issues and among other suggestions proposed an Academic Appeal Committee that could deal more adequately with the merits of the promotion appeals. After several months of attempting to negotiate such an arrangement with the President, it became clear that no suitable provisions could be negotiated. As a result, the cases will go back to the Board Appeals Committee.

There are a number of problems (other than the procedural issue of the secret input from the advisory committee) which arise in these cases. For example, it appears that there may be quotas on promotions. Age appears to be an important factor, at least in promotion to Full Professor. As UPEI has separate salary ranges for the various ranks, salaries are restricted pending promotion. It is not clear whether the salary matter is a cause or effect (or both). The standards, while remaining the same on paper since 1976, seem to vary from year to year and person to person. The end result is considerable confusion and dissatisfaction.

While the facts at UPEI are *not* clear, those in a case at the **Ontario Institute for Studies in education** *are*. A few details of the OISE case may illustrate some of the pitfalls of adopting provisions that rely too heavily on the good will of the employer. A member applied for promotion to Full Professor a little over four years ago (i.e. April 3, 1980). Although he was cross appointed in two departments, the existing proeedures required a review by only his principal department (i.e. the one in which he had his major appointment). The departmental eommittee sought external reviews (all favourable) and voted to recommend promotion. At the time, all promotions were reviewed by an Institute committee. It noted the lack of input from the secondary department, but nevertheless voted in favour of promotion. The Director requested input from the secondary department. The secondary department was even more positive than the major department. The case returned to the Institute committee which, at this point (February 1981), unanimously endorsed promotion and forwarded it once more to the Director.

In January 1982, the Director advised that he was not recommending promotion. He noted that there was now a new appeals committee in the Collective Agreement and offered to refer the matter to that committee. The new appeal committee also voted unanimously in favour of promotion, upholding the candidate's appeal. The appeal committee makes recommendations to the Board of Governors, but routes them through the Director, who also serves as Secretary to the Board. The Director need not agree with the appeal decision and can advise the Board of his own views.

The matter came before the Board in June 1982. At this point, the "score card" in favour of promotion was essentially as follows: 4-0 in the appeals committee, 5-0 in the institute review committee, 5-0 in the secondary department, 4-1 in the major department, 3-0 in the external referees. The collective agreement lists four categories of performance to be considered and any one of seven combinations of levels of performance is adequate to be promoted. At the Board of Governors, it seems that there was absolutely no discussion of performance in three of the four areas and, at best, a partial consideration of one of the seven ways one can be promoted. There was, however, frequent expression of concern as to whether adopting the recommendation of the appeal committee (which had unanimously rejected the Director's views) would be a vote of no confidence in the Director (as the Director was still holding to his earlier view). The Board ultimately voted "that the Director's recommendation be supported" and thus not to promote the candidate. So much for the collegial review process. If there was ever a thorough review, this looks like it; if ever there is to be a clear expression of colleagues' views, this looks like it.

In any event, a grievance was filed and has now proceeded to arbitration. After eight days of hearings, three witnesses have testified and another has finished direct examination. Seven more days of hearings are scheduled for the fall.

I am not certain what can be drawn from these two examples, but offer the following suggestions. First, I personally find it instructive to recall these two cases, and particularly the OISE one, when I hear the employer's often-repeated phrase in negotiations of "trust us".

A second point arising principally from the OISE case is that if you are going to have an appeal after the President or Director makes a decision, you ought to make it binding. If you don't, you may eneounter an unwillingness on the part of the Chief Executive Officer to abide by the results of the appeal, and an unwillingness on the part of the Board of Governors to disagree with their Chief Executive. I should indicate that obviously some Chief Executives accept appeals; likewise, some Boards overrule Chief Executives. For example, at the University of **Prince Edward Island**, the decision of the Board of Governors Appeals Committee in the promotion cases referred to above includes the following "...the President indicated that if the Appeals Committee was to overrule him, such would indicate a lack of confidence in him. I am unable to see how the Appeals Committee's decision to reverse the decision of the President, even on a question of merit, could be construed as a vote of lack of confidence."

Thirdly, I have some concern that in these continuing times of restraint, denial of promotion may be seen as a way of saving money, especially if rank and salary are closely linked.

CAUT Status of Women workshop focuses on affirmative action

by Victor W. Sim

Affirmative action was the theme of the third annual workshop sponsored by the CAUT Status of Women Committee and held in Toronto on March 9 and 10. Approximately 60 representatives of faculty associations from Ontario and elsewhere in Canada participated. The workshop was divided into four parts each introduced by leaders who led subsequent discussion.

Betty Campbell of the Women's Bureau of the Ontario Department of Labour pointed out that, despite a dramatic increase in the number of women graduating from universities in recent years, there has not been a corresponding increase in the proportion of academic appointments going to qualified women. She pointed out that habits and attitudes have ensured that women continue to hold more than their share of low paying and low-rank positions in the universities. Despite more than 30 studies carried out in the universities in the 1970's, anomalies continue to exist between the salaries paid to men and women.

Ms. Campbell suggested that the voluntary program of affirmative action urged upon employers by the Ontario government since 1970 has not been successful. She said that legislation to provide for "constructive affirmative action" is needed.

Paul Scott of the Affirmative Action Directorate of the federal government outlined the consulting and advisory service provided to employers and explained the structure of effective voluntary affirmative action programs. He indicated that the service is available to universities in Canada since all receive federal funds. To date only three universities have availed themselves of the service. Effective affirmative action programs are permitted under provincial human rights codes. They require the setting of "targets", based upon accurate base data, which can be monitored for attainment of goals. Mr. Scott suggested that affirmative action programs should not apply only to entry-level jobs but to all positions. Even in difficult economic times, positions are available at all ranks within universities.

Prof. Janice Newson, president of the faculty association at York University, introducing the session of "Women in university administration", suggested that it may not be in the best interest of academic women to seek administrative appointments within universities. She said that university administrations "create recycled discrimination" and that women in administration have little opportunity to improve the status of women. She suggested that faculty associations and unions provide the best focus for efforts to remove discrimination in universities.

Dean Susan Clark of Mount Saint Vincent University noted the tendency in universities to move to professional administration. She suggested this trend will continue and that women should ensure that they are represented in the ranks of administrators. Administrators have only limited power to influence developments within universities. Women administrators can, however, shape, direct and motivate within their institutions.

Maureen Woodrow of the Social Science and Humanities Research Council and Dr. Rose Sheinin, Chair of the Department of Microbiology, University of Toronto, led discussion on the position of women in research. Ms. Woodrow discussed ways in which women experience difficulties in having grant applications considered by the national agencies. She indicated that women are now represented on all grant selection committees at SSHRCC. Women need to become thoroughly familiar with how the peer assessment system operates if they are to take full advantage of available funds.

Professor Sheinin pointed out that success in scientific research is "mentor-abetted" and that women neglect this fact at their own risk. She pointed out that science in Canada is male and rigidly hierarchical. Women are still perceived to be "less committed" to their careers than men if they devote time to other aspects of their lives. She suggested that the success rate of women in obtaining research grants is less important than the fact that the dollar value of their grants is, on average, less than the value of grants held by men. Professor Sheinin provided examples of ways in which academic women might more effectively battle for "an equal place in the sun of science and engineering technology". These included the development of skills in the preparation of curricula vitae and the use of "networking" in scientific careers.

Prof. Joan Scott of the Department of Biology, Memorial University, and Dean Norah Losey of the Faculty of Science, University of Manitoba, discussed ways by which women can be encouraged to enter academic fields which have not normally been attractive to them. Professor Scott noted evidence that women are now often attaining grades in science courses which are better than those obtained by men. At some universities in Ontario there are, however, no women with appointments in any of the science departments.

Dean Losey said that if women are to be represented in appropriate numbers in academic fields which have not traditionally been attractive to them they must be encouraged throughout their early training. She suggested that this might be done through special studentships and summer university programs designed to be attractive to women high school students shortly before they enrol in university.

Dr. Sim is CAUT Associate Executive Secretary.

SOUTH OF THE BORDER

by E. Patrick McQuaid

Pedagogy of the opulent

The general consensus is that American schools not only omit consideration of the history and culture of the Republic's nearest neighbor and friendliest trade ally but actually encourage ignorance of Canadian affairs. This is not entirely true, if one considers the homework Mr. Reagan has been doing in his own special province — theory and application of arrogance.

There are striking similarities between recent events in the States and the Provinces. In the area of civil rights the Commander-in-Chief has established his first beachhead and has elsewhere marshalled his ground-troops to implement measures akin to the Social Credit's initiatives in British Columbia and the Public Sector Restraint Act.

It is comforting as well to learn that after years of rigging other peoples' elections, the American intelligence community, with its curious array of initials and anagrams, has come home to undermine the democratic principles upon which both nations were founded. More on that momentarily.

In late February, the U.S. Supreme Court agreed that they'd heard enough about gender discrimination and reinterpreted scripture from the 1972 Education Amendments so that laws designed essentially to protect women in academe could now be used against them. In a separate decision, the court determined that the United States "has never recognized a constitutional right of faculty to participate in policy-making in academic institutions."

Both of these issues have since garnered their share of press attention but some enumeration of the circumstances attending to the demise of democracy may prove of historical interest.

About seven years back, administrators for Grove City College, a Presbyterian liberal arts school of roughly 2,200 students in rural, northwestern Pennsylvania, refused to fill out and return a document promising not to discriminate in any campus program on the basis of gender. Federal form 639 is required under the law known widely as Title IX, barring sex discrimination "in any education program or activity receiving federal financial assistance." Grove City maintained that because it has never received or applied for Federal or State funding, the school is not beholden to anyone.

I don't recall who fired the first shot, but after a local administrative-law court determined that because some 140 Grove City students were receiving direct Federal grants and loans the school is liable for compliance procedures, Grove City kicked its crusade into the Federal courts. Both the district and appellate courts agreed that while the college did not function as a conduit for Federal dollars, the monies ultimately find their way into its general operating budget.

Action began against the Department of Health, Education and Welfare. By the time it reached the Supreme Court, it was in the lap of Mr. Terrel Bell, the Secretary of Education. Throughout the campaign — covering the governments of Nixon, Ford, Carter and the early Reagan administration — the Justice Department argued with Education that Title IX had a very broad application domain, that "any education program or activity" means exactly that — *any*.

Suddenly last summer, the Justice Department began filing briefs and oral arguments that Title IX applies only to the specific programs and activities receiving direct Federal subsidies. That particular sale of goods appealed to the high bench and in its 6-to-3 decision ruled that only a college's financial aid office is subject to Title IX.

The case has not been without its points of interest. Grove City has been, at least in one Supreme Court justice's opinion, a tiresome argument over habeas corpus — a smoking gun but no body to suggest that a crime has actually been carried out. Never once has it been suggested that Grove City College has discriminated against anyone. It was the school's tradition of independence that triggered the exchange.

Civil libertarians are worried that Grove City will be a set-back not only for women — and specifically in the area of women's educational athletics programs — but for social justice on the whole. The language of Title IX is identical in several passages to mandates prohibiting race, national origin and handicapped discrimination. Though his first victory, this is not the first attempt by Mr. Reagan's Government to usurp civil rights legislation. Last term the Supreme Court dismissed his argument that the Internal Revenue Service was not empowered to deny tax exempt status to schools engaging in racial discrimination (Bob Jones University v. United States).

Democracy is at such a depth today that I am compelled to run the risk of saying such sentimental and shallow things as Congress, in its wisdom, will no longer tolerate such behavior from the Executive branch. Legislation has been introduced to restore the original intent of Title IX and the integrity of its authors.

Not to downplay the significance of the Title IX issues, a case to numb one's sensibilities is the Supreme Court's ruling that faculty members at public institutions "have no constitutional right to force the government to listen to their views. They have no such right as members of the public, as government employees, or as instructors in an institution of higher education".

That astonishing prose is from Justice Sandra Day O'Connor in a majority opinion overturning a lower Federal court order granting non-union faculty a piece of the campus dialogue. The lower court determined that "the right of expression by faculty members holds a special place under our Constitution" and that all faculty must be afforded "a fair opportunity to participate in the selection of governance representatives".

Justice O'Connor wrote that "this conclusion is erroneous...The Constitution does not grant to members of the public generally a right to be heard by public bodies making decisions of policy...Faculty involvement in academic governance has much to recommend it as a matter of academic policy but it finds no basis in the Constitution."

That's all she wrote.

Elsewhere, the State Department, concerned that "authoritarian regimes" within the United Nations Educational Scientific and Cultural Organization have been mounting several fronts against the freedom of the press, authorized an ill-fated attempt to plant news stories, manipulate editorials and wage a covert letters-to-the-editor campaign in leading American papers to fabricate public backing for its decision to pull out of UNESCO.

The tactics were disclosed in the weekly trade journal *Editor & Publisher* but hardly raised an eyebrow among a cynical media which regards such strategy as business per usual at Foggy Bottom, and a by-product of the Reagan years.

Another sampling from the Dirty Tricks Department surfaced toward the end of the year. Shortly before adjourning, Congress sent word to the Office of Personnel Management that it may not spend a cent for implementing a proposed promotion and lay-off scheme for Federal employees. A complicated five-tier performance rating scheme, it would rely heavily on the partisan consideration of supervisors and management higher-ups. Employees could easily find themselves in the crossfire of ongoing political vendettas. In its least harmful aspect, the scheme was a return to the spoils system. With characteristic flair, the Administration sent a memo round to various entities noting that while personnel would not be spending any funds on the plan, it would be implemented at each agency and department's own expense.

In 1983, Americans got more free advice on what is wrong with their schools than in any other period. A theme touched upon by all these reports is the duty of the schools to help shape an enlightened citizenry who will participate in the daily life of their Government, far beyond an appearance at the polls. Mr. Reagan's pedagogy of the opulent has quite another agenda in mind.

These are dangerous times for democracy when the new math has produced leaders and aspirants who promise to balance budgets with numbers that don't add up, who have shrewdly devised new words for wholesale homicide. If, as these reports suggest, our quest is for an enlightened citizenry, then the task and challenge of the schools is to educate a society who are able to link cause and effect, recognize arithmetic for what it is, and call murder by no other name.

U.S. Governors budget more money for colleges to spur economy, make up for past reductions

As the economic recovery proceeds in many states, governors are giving high priority in their budgets to education.

In their budget messages and state-of-the-state addresses delivered at this year's legislative sessions, the governors gave two basic reasons for increasing state support of colleges and universities:

☐ To restore some of the money cut during the recession years; and

☐ To spur research and job training in high-technology fields as an aid to economic development.

Almost every governor's budget this year includes programs to improve elementary and secondary education. Many of those proposals would provide more money for training teachers of science and mathematics.

Some of the proposed increases in spending for education would be paid for from state revenue that rises as the economy recovers from recession. But in many states higher tax rates would be required, and governors appeared less shy than usual about recommending them.

It is not unusual for combined state spending for higher education and aid to public schools to account for about half of a state's total operating budget.

CAUT Conference on Accessibility

November 23/24, 1984
Toronto, Ontario

Call for Papers on:

- ☐ demographic projections and the consequences derived from them
- ☐ projections and policies in relation to part-time students, the involvement of women, native people, and the working class
- ☐ projections and policies involving the professions (medicine, law, engineering, business, and others)
- ☐ quality vs. quantity — a real or imagined problem?
- ☐ accessibility and fees
- ☐ the consequences of increased bilingualism

Responses should be sent to Dr. R. Levesque, CAUT, 75 Albert St., Ottawa, K1P 5E7

CAUT will be solely responsible for deciding which papers are distributed at the conference and which are given oratly.

WAR Series Now Available for Classrooms

WAR, the highly-acclaimed series of seven one-hour National Film Board of Canada productions broadcast on network television last fall, is now available for classroom use.

Hosted by Canadian international affairs journalist and military historian Gwynne Dyer, the films bring fresh perspectives to an old subject. Dyer ranges from Napoleon to Nagasaki and beyond, charting with passionate logic the major social, political, economic, and technological developments of the past two centuries.

Film locations range from the Parris Island U.S. Marine training camp to a military college on the Kremlin's doorstep. Shooting took place in ten countries and involved the armed forces of six nations. But the strength of the series lies in Dyer's informed and incisive views. While playing the role of authoritative tour guide through the entire history of modern warfare, his viewpoints transcend national boundaries, languages, and uniforms. Without sentiment of Utopian ideology he lays out the facts and confronts viewers with the drama of how history is made.

College and university history, humanities, and political science teachers have already begun to integrate the entire series in their courses. In the high schools individual titles are being used in history, social studies, politics, moral and religious education, sociology, and 'Man in Society' programmes. The second film in the series *Anybody's Son Will Do*, has also proven to be useful in guidance classes.

The series is comprised of *The Road to Total War*, an account of the evolution of modern warfare from battlefield slaughter to global annihilation; *Anybody's Son Will Do*, an examination of the techniques used by all armies in preparing recruits to kill and be killed; *The Profession of Arms*, an analysis of the mentalities and organization of career officers; *The Deadly Game of Nations*, a case study in conflict with the Middle East as example; *Keeping the Old Game Alive*, a study of NATO war games and the questionable premise of a winnable conventional war in Europe; *Notes on Nuclear War*, [illegible] "mutual assured destruction"; and *Goodbye War*, a review of "just causes" through the ages, with the conclusion that mankind's survival depends on finding means other than armed might to resolve conflict.

The WAR series is available for sale as a set or by individual title in both videocassette and 16mm formats. Film prints may also be borrowed from National Film Board libraries.

DAVID THOMPSON UNIVERSITY CENTRE

Faculty members seek positions

On April 30th this year, the David Thompson University Centre in Nelson, British Columbia, will close its doors, a victim of the provincial government's fiscal restraint policies.

As a result of this closure, some fifty faculty members will be seeking new positions. These people have all been involved, over the past years, in contributing to the high quality of David Thompson University Centre's programs, and the value of their experience and expertise is unquestionable. They include teachers of English, History, Anthropology, Geography, Education, Art History, Visual Arts, Theatre, Music and Creative Writing, all of whom are successful practitioners in their disciplines, or have been engaged in research in their academic fields. Several have participated in curriculum development, and many have administrative as well as instructional experience.

Any university or college administrator who may be interested in reviewing the *curriculum vitae* of a member of this faculty should contact the Faculty Placement Service, Room #400, St. Martin's Hall, David Thompson University Centre, 820 Tenth Street, Nelson, B.C. V1L 3C7. (Tel.: 604-352-2241, local 64), for further information.

CAUT Report

The Mandel Case
(McGill University)

This is further to the account of the case of Dr. David Mandel (April issue)

The case of Dr. David Mandel first came to the CAUT Board at its meeting of March 20-21, 1981. The Board received at that time a request from Dr. Mandel that it take action on his complaint that he had not received an appointment in the Department of Political Science at McGill University for which he had applied.

This request was preceded by a number of discussions of the case by the CAUT Academic Freedom and Tenure Committee. In September, 1980, the Committee decided to propose to Principal David Johnston that a joint inquiry be conducted by McGill University and the CAUT into the case. In January, 1981, Principal Johnston replied to the AF&T Committee that he would be unable to co-operate with the CAUT in establishing such an inquiry, on the grounds that the case was already under investigation by the Quebec Human Rights Commission. Dr. Mandel had requested that the Commission investigate his case. The AF&T Committee decided in January, 1981, to repeat its request to Principal Johnston.

In March, 1981, Principal Johnston again declined to establish a joint inquiry, and the Academic Freedom and Tenure Committee decided that it would offer to co-operate with the Quebec Human Rights Commission in its investigation of Dr. Mandel's case.

Dr. Mandel then issued his request to the CAUT Board to take action, on the grounds that the Academic Freedom and Tenure Committee had declined to pursue his case independently.

At the meeting of March 20-21, two major issues pertaining to Dr. Mandel's case were addressed.

a) The question of which CAUT body could best address questions relating to hiring policies and practices:
The Board's decision was that in cases involving allegations of unfair hiring practices, the Academic Freedom and Tenure Committee should have initial jurisdiction, and that in the event that the Committee wished to establish a fact-finding committee in such a case, it should consult the Board.

b) The question of whether an inquiry into Dr. Mandel's case should be initiated by the CAUT.
The Board decided that a fact-finding committee should be established: that the Academic Freedom and Tenure Committee should appoint its members, following discussion with FAPUQ: and that the Academic Freedom and Tenure Committee should recommend terms of reference for the committee.

At the next meeting of the CAUT Board, on May 9, 1981, the Board endorsed the terms of reference for the fact-finding committee which are cited at the start of its report, which is here reproduced.

The Academic Freedom and Tenure Committee secured the agreement of Professors Andre Côté (Philosophy, Laval), Dale Gibson (Law, Manitoba) and Keith Johnson (English, Saskatchewan) to act as the fact-finding committee, which was formed in July, 1981. Professor Gibson agreed to Chair the Committee.

Following the completion of the draft report of the committee in March, 1982, copies were, as is normal practice, circulated to all interested parties for comment. This was reported to the Board at its meeting of March, 1982.

In October, 1982, the Board again discussed Dr. Mandel's case. It was agreed that Dr. Mandel, and Professors Handa, Gopnik and Hobbins representing the McGill Association of University Teachers (MAUT), would address the Board. The Board received the final report of the Gibson Committee. The Chairman of the Academic Freedom and Tenure Committee explained that since the final report had only very recently arrived, the Committee had only been able briefly to identify some concerns, and was not able to make detailed recommendations at that time. Dr. Mandel urged the Board to take action on his case. The representatives of MAUT expressed dissatisfaction with the terms of reference that had governed the inquiry by the Gibson Committee. They also expressed dissatisfaction with what they perceived as the direction being taken by the CAUT Board. The Board decided to defer decision on the case until it was in receipt of the recommendations of the Academic Freedom and Tenure Committee: the Committee was instructed to report prior to the next meeting of the Board.

The next meeting occurred March 25-26, 1983. Professors Gopnik and Handa appeared, representing MAUT: Dr. Mandel also spoke at the meeting. The MAUT representatives reiterated their view that CAUT had used ill-judged procedures in connection with the case: they further argued that the decision of the Quebec Human Rights Commission not to pursue Dr. Mandel's case should be recognized and taken into account.

Dr. Mandel reiterated his concern that the Board act with decision and dispatch on his case: he called to the Board's attention the concerns raised in the report to the Quebec Human Rights Commission by the investigative officer appointed by the Commission to inquire into his case.

The Board received the report of the Academic Freedom and Tenure Committee, which was reproduced in the April issue of the *Bulletin*.

The following motion was adopted:

THAT since this Board believes that the evidence before it raises grave doubt about whether Dr. Mandel was treated fairly, McGill University be requested to join with CAUT to determine whether there was unfairness and to fix a remedy, if appropriate: and that in anticipation of possible refusal by McGill of this proposal, a subcommittee of the CAUT Board be appointed by the Administration Committee to prepare a summary and analysis of the case for publication in the *CAUT Bulletin*, and that in preparing the summary and analysis the subcommittee consult with all interested parties, and that the summary and analysis be presented to the June Board.

The Chairman of the Academic Freedom and Tenure Committee reported that the Committee would be consulting with the Collective Bargaining Committee and preparing a response to the section of the Gibson Committee report containing recommendations on initial appointments.

At the meetings of the Board of May 9, 1983 and June 20-22, 1983, it was reported that no reply had been received from Principal Johnston of McGill University with regard to the proposal following the March resolution for a joint inquiry with CAUT into the case.

At the meeting of June 20-22, 1983, the Board received a preliminary draft report from its subcommittee which had been formed following the March resolution. The Board adopted the following motion:

THAT the Board authorize the sub-committee to proceed to finalize the draft report and to circulate it to interested parties and report to the Board in November.

At the meeting of the Board of November 11-13, 1983, Dr. Mandel addressed the Board. He urged that the Gibson Report be published: he was critical of the subcommittee report to the Board. Negative criticism of that report had also been sent by MAUT and Principal Johnston. The Board, after extensive debate, decided to authorize publication in the *CAUT Bulletin* of:

a) an article which states the findings of the Gibson Report as it pertains to the case of Dr. Mandel.
b) a statement by the CAUT President expressing the findings of this Board, and
c) an article expressing concerns relating to procedures for initial appointments as suggested by the Gibson Report.

The publication of these reports was intended to replace the publication of the subcommittee report as envisaged by the March, 1983 resolution.

Following discussion with Professor Gibson and his colleagues it was agreed that the full report of the fact-finding committee would be published. At its February 1984 meeting the CAUT Board agreed, also, to the request of the Academic Freedom and Tenure Committee that its commentary on the Gibson Report be published in this issue of the *Bulletin*. It decided, however, not to publish the report of the Quebec Human Rights Commission or of its investigator nor to publish a summary of the latter report. The Board advised Dr. Mandel, however, that he was free to refer to these documents in the concise commentary on the materials to be published which he and the other interested parties were invited to submit.

In taking the step of publishing the full findings of the Gibson Committee and the account of its own deliberations on the case, as well as the report of the Academic Freedom and Tenure Committee, the Board's intention is to state to the academic community its concern regarding this complex case, and, in particular, its concern, as stated in the March, 1983 resolution, that the evidence before it raises grave doubt about whether Dr. Mandel was fairly treated.

Former CAUT President remembered by friends and colleagues

Bora Laskin: teacher, scholar, jurist

by Helen Baxter

CAUT President Bora Laskin 1964-65

In the press, the House of Commons, the university and law communities, and in the CAUT which he once served as president, Chief Justice Bora Laskin has been remembered with great fondness and admiration since his death March 26. Friends and colleagues have remarked on his illustrious career in the academic sphere and on Canada's highest court; and on the man himself — his humility, his kindness, his deep sense of humanity.

In tributes in the House of Commons the day after his death, all who rose to speak emphasized Bora Laskin's role as devoted teacher and scholar.

Prime Minister Trudeau, visibly moved when he gave his address, said any attempt to categorize the man was "predestined to fall short of doing him justice".

"His public persona is well-known," Mr. Trudeau said. "He was a brilliant scholar and academic — a mentor to thousands of young men and women, all of whom recall him with genuine affection. His writings, particularly on property and constitutional law, remain required reading for any serious law student."

Opposition leader Brian Mulroney said of Bora Laskin: "The power and insight which were to mark his judgments in the highest court of Canada were apparent as a student and later professor at the University of Toronto where he won a reputation as a strong defender of civil liberties." Mr. Mulroney recalled his own days as a University of Laval law student when "the comments, articles and opinions of Mr. Laskin were held up as examples of excellence which all associated with the law strove to emulate".

Solicitor General Robert Kaplan was a student at the University of Toronto Law School where Bora Laskin spent his teaching career. Professor Laskin, Mr. Kaplan said, established the concept which made the School a "centre of excellence and a model for most of the law schools founded in Canada since then."

"In those days all the students at the school, and we were not many, shared a sense that we were part of something special. Indeed we were. Bora Laskin was our inspiration to legal excellence.

"He was also our inspiration to hard work," Mr. Kaplan continued. "During my three years at the law school, Professor Laskin's door was never closed, and the worktable beside the door was where he could be found, morning, noon, and night, weekdays and weekends, preparing lectures, preparing opinions, editing law reports and, nevertheless, taking the time and interest to give advice to students about the law, about job prospects, and about personal problems, as if he had no other responsibilities.

"His later distinction was no surprise to any of the thousands of students like me for whom he was a model."

Justice Minister Mark MacGuigan spoke of "the great pleasure" of being Bora Laskin's colleague on the teaching faculty of the University of Toronto.

"He was a man who was very kind to young professors", he said, "providing of course that you were prepared to accept his own very high standards of dedication and excellence. He was never too busy to give advice. He was a master of detail, but nevertheless, and despite his great legal knowledge, he was also a warmly human person who was always prepared, when he saw a inequity, to respond to the needs of the situation and to be kind, and even indulgent, to the student or person involved."

Bora Laskin's concern with fairness and dedication to his profession led him to become involved in first local and then national faculty association affairs. One of his consuming interests as a law professor — the issue of individual civil liberties — found full expression in his efforts to achieve greater protection for academic freedom in Canada.

In 1958, his involvement in the celebrated "Crowe affair" at United College in Winnipeg helped to bring the issue of academic freedom to national prominence. That episode and Bora Laskin's involvement in it also played an important part in the development of the CAUT. It was a matter, says former CAUT Executive Secretary Percy Smith "through which, thanks to Bora and Vernon Fowke, the Association was first seen as a national force".

As a member, along with Professor Vernon Fowke of the University of Saskatchewan, of a two-member committee of inquiry appointed by the CAUT, Professor Laskin set out for Winnipeg in the autumn of 1958 to investigate the case of Harry Crowe, a young history professor "of social democratic views"* at United College. The College, now the University of Winnipeg, was affiliated with the United Church and was run by clergymen.

Professor Crowe had been dismissed on two occasions earlier that year over what the College's board of governors regarded as his negative attitude toward religion, as well as toward members of the board. His attitude had been given expression in a personal letter to a colleague which had fallen into the hands of the College principal, who subsequently made its general contents public.

By the time professors Laskin and Fowke arrived on the scene, the case was already a *cause célèbre* in Winnipeg.

The committee conducted its inquiry with a minimum of co-operation from the College — the principal and board of regents withdrew early from the hearings — and presented its report to the CAUT, which was adopted by the executive. With the publication of the report in November, the Crowe affair became a matter of national interest, debated in many universities across Canada and in the national press.

Professors Laskin and Fowke concluded that the actions of United College constituted "an unjust and unwarranted invasion of the security of academic tenure". They determined that Professor Crowe had been fired because he "was not sufficiently complaisant, not servile enough in thought and attitude to his administrative superiors". And they found that Professor Crowe was within his rights to protest the invasion of his privacy through the use of his personal letter and that his actions "warranted neither dismissal nor discipline short of dismissal".

Finally, professors Laskin and Fowke zeroed in on what they saw as the central fact of the case: that Professor Crowe had been fired without reasons and without a fair hearing. "The facts which are of the greatest concern", they wrote, "are, first, that the board of regents took a decision of crucial importance for the future of Professor Crowe...on what can without exaggeration be characterized as less than a shred of evidence; and, second, that they failed to confront Professor Crowe with any charge and gave him no opportunity to speak to any charge."

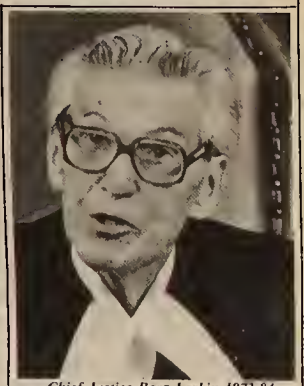
The implications of the Crowe case for the academic community at large were made clear by the Fowke-Laskin report: academic freedom in Canada was far from safe and strong measures were required to protect it. Through their report and the resulting publicity, professors Laskin and Fowke drew the attention of the wider Canadian university community to the problem. In the words of historian Michiel Horn, the case played a critical role in the development of "the idea of academic freedom" in Canada. It forced many Canadian academics "to think about the meaning of academic freedom and tenure, and about university governance, more closely than they had before". It also led the CAUT to formulate policy statements on academic freedom and its protection and to create a standing committee on academic freedom and tenure.

Several years later, as vice-president of the CAUT, Bora Laskin again made a major contribution to the protection of civil liberties and academic freedom. This time his activities on behalf of the Association related to the RCMP's surveillance of university campuses.

In the early 1960s, evidence surfaced indicating that the RCMP were conducting surveillance operations on university campuses. The RCMP's main efforts were directed at the surveillance of faculty and students who were involved in the Campaign for Nuclear Disarmament. The force regarded supporters of the campaign as communist sympathizers, or even communists, and hoped to destabilize the movement. The CAUT appealed to Minister of Justice Dave Fulton to call a halt to the RCMP's activities, whereupon a government freeze was placed on their operations.

In 1963, the Liberals under Lester Pearson came to power. Professor Laskin joined with then Executive Secretary J.H. Stewart Reid in arranging a meeting between Mr. Pearson, the CAUT and the National Federation of Canadian University Students. The meeting resulted in what became known informally as the Laskin-Pearson agreement on the activities of the RCMP on campus. The Prime Minister promptly issued a public statement to the effect that there was to be no general surveillance of university campuses. He stated that the RCMP would visit the universities only "as required for information on people seeking employment in the public service or where there were definite indications that individuals may be involved in espionage or subversive activities."

Bora Laskin subsequently became the architect of CAUT policy on the matter. He



CANAPRESS

Chief Justice Bora Laskin 1973-84

was instrumental in creating the CAUT's "Policy Statements Concerning the Role of the RMCP on the Campus."** Noting that the surveillance activities of the RCMP have serious implications for academic freedom, the policy statements advice CAUT members of their rights not to reply to questions of the RCMP respecting the political or religious beliefs, activities and associations of colleagues and students and the need to put any communications in writing.

Bora Laskin assumed the presidency of the CAUT in 1964 where his activities on behalf of academic freedom continued, and in fact, characteristically, extended beyond the parameters of the Association.

Dr. Percy Smith, who had just begun his tenure as executive secretary recalls that year, on the specific request of Bora Laskin, making a number of trips to Toronto to provide advice to a group of beleaguered faculty members at the Ontario College of Art who were being dismissed. They were inexperienced in dealing with the situation in which they found themselves and very appreciative of the CAUT's advice. Dr. Smith points out that the Ontario College of Art was not a member of the CAUT. The incident "was an illustration," he said, "of the general concern Bora felt for people in trouble".

He also intervened with the Prime Minister and Minister of National Defence to restore a security clearance for a professor who had been the victim of gossip, and vigorously protested the detention at the border of Professor Robert Engler of Sarah Lawrence and CUNY who was on route to a CUCND Conference in Regina.

He was in fact a President who thought the CAUT should be actively addressing the issues of concern to the university community.

In May 1971, several years after his tenure as CAUT president and a year after his appointment to the Supreme Court, Bora Laskin became the first recipient of the CAUT's Milner Memorial Award. The award is given in recognition of a distinguished contribution to the cause of academic freedom and has only been given three times.

In presenting the award, Dr. Smith described Bora Laskin's life-long dedication to the cause of individual freedom:

"Throughout his career, he has been in-

Bora Laskin — p. 21

spired by a passion for individual liberty, liberty that is in all ages under threat, always needing defenders. He has understood how liberty of thought and opinion may be jeopardized, at times even by those institutions that are intended to protect it; and it is no secret that the frequency with which he has written dissenting judgments has caused a certain raising of venerable eyebrows, even on occasion of judical blood pressure. Professor Bora Laskin knew (and Mr. Justice Laskin has not forgotten) how precious a thing that particular aspect of civil liberty that we call academic freedom is. He fought for it passionately — in the first great public dispute in which the CAUT engaged; in negotiations with government over the activities of police on our campuses; in interventions in situations involving the rights of students and faculty members, with universities and governments, often known only to those immediately concerned."

Bora Laskin ended his university career in 1965 when he was appointed to the Ontario Court of Appeal. In 1970, he was appointed to the Supreme Court of Canada and three years later elevated to the top position of Chief Justice. In a tribute to Bora Laskin, appearing in the Ottawa *Citizen*, University of Ottawa law professor Ed Ratushny says that there were those in the university community who were reluctant to see him leave the academic world. Professor Ratushny says that, as special advisor in 1973 to then Justice Minister Otto Lang, he was charged with canvassing the legal profession and judiciary so that the minister could make a recommendation for the position of chief justice.

"The responses were most interesting," he said, "and, particularly, that of the distinguished jurist Frank Scott of Montreal who would not mind my relating that he professed not to have forgiven Bora for having left the important work of law-teaching even if it did lead to the Supreme Court of Canada."

But, as Professor Ratushny goes on to suggest, Professor Laskin, in his transition to judge and then chief justice, simply extended the parameters of his classroom to encompass as his students all the people of Canada.

"Chief Justice Laskin," he said, "chose to elevate the profile of his role immediately. He travelled extensively compared to his predecessors, visiting law schools and collecting honorary degrees, speaking to lawyers and journalists and scolding them for inadequate advocacy and the failure to explain the importance of the court's work to Canadians."

Bora Laskin brought the same activist spirit to Canada's top court as he had earlier to the CAUT, and, says Professor Ratushny, "his stewardship could not have come at a better time. He led the court from one era to another and, just as in jazz, the 'changes' are more difficult and more significant than the 'chords' themselves.'

But, Professor Ratushny says, "perhaps Bora Laskin's greatest attribute was the impact that he made on individuals." It is a sentiment that has been echoed by many others in recent weeks.

"Thousands of students, law clerks, lawyers, judges, politicians, diplomats and people in all walks of life have met him briefly or at length, occasionally or frequently. He almost always left a sense, not that paths had crossed, but that a relationship had been established."

H.D. McCurdy, professor of biology at the University of Windsor and president of the CAUT in 1967, says "I met him only briefly on several occasions." But Professor McCurdy did have one memorable encounter with Canada's Chief Justice just a few years ago. He recalls "a chance meeting" at Toronto's International Airport where, limping on a foot still painful from an operation, he was struggling with heavy luggage. Bora Laskin, himself not well at the time and shortly to undergo heart surgery, saw the trouble Professor McCurdy was in, swept up the luggage, and escorted him across the airport and onto the plane.

"My encounter," says Professor McCurdy, "was representative of the kind of man he was."

**The comments of Prof. Michiel Horn appearing in this article are from "The good old days", CAUT Bulletin, Oct. 1983.*

***On page 82 of the CAUT Handbook.*

Memories of Bora Laskin

by Percy Smith

Bora Laskin was one of the happy academic warriors whose imagination and zest developed and shaped the CAUT in its first two decades. He shared in the belief that a university ought to be — in accordance with the old tag now seldom heard — a community of scholars, with its own principles of government, however peculiar they might seem to the world at large.

My memories of him go back to the United College affair, through which, thanks to him and Vernon Fowke, the Association was first seen as a national force. Soon thereafter, he and Stewart Reid, with strong support from Claude Bissell, mainly brought into being the Commission on University Government in Canada.

He became president of the CAUT two months after I had become executive secretary. At the end of his presidential year, he accepted his first judicial appointment; but his concern for universities and their well-being remained — as did the warm friendship that had grown between us.

The quality of his judicial career needs no words from me. He was proud of his professorial years, and no doubt something in them contributed to that readiness to dissent for which he became so well-known. On one of various occasions when I visited the Osgoode Hall Court in which he was sitting, I heard the final arguments, and watched the presiding judge confer with his colleagues, then announce the judgement — with (as it seemed to me) the slightly irritated coda: "Mr. Justice Laskin will write a dissenting opinion." Later, as we walked to his chambers, I asked Bora what was involved for him in the decision.

"Hours of homework," he said, and added wryly, "since I came to the bench, I have written more dissenting opinions than all my fellow judges together."

It was a happy arrangement that had Bora Laskin and Jim Milner in adjacent offices at the University of Toronto through the early period of Jim's chairmanship of the Committee on Academic Freedom and Tenure. They had been close friends for many years, and the CAUT was the beneficiary of many hours of legal debate of a high order! After Bora's elevation — "translation", as Jim liked to call it — the amount of consultation was necessarily reduced, partly because the Academic Freedom and Tenure Committee was fortunately developing some skills and wisdom of its own as experience grew. Bora's interest remained nevertheless, and I recall especially an evening in 1969 when after a meeting that I had attended at his invitation, we talked on about the CAUT, its past and its future. An hour later, the telephone in my room rang and Bora told me of Jim's sudden death. The subsequent decision to give the first Milner Memorial Award to Bora Laskin could not have been more appropriate.

There was a side of Bora's nature that is liable to go unnoticed as his public stature is recalled. On an occasion when the CAUT Council met at the Laurentian Hotel in Montreal, he and I got onto an elevator at one of the upper floors. It stopped a couple of floors lower. The doors opened and there stood two small fruit girls — new to the big city, new to elevators and suddenly frightened. It was simply typical of Bora that he should recognize the situation at a glance, hold out his hands and say with a smile, "Come". The girls took his hands and held them tightly until the doors opened at the ground floor. I reminded Bora of that episode years later, but he had completely forgotten it.

Dr. Smith was the Executive Secretary of the CAUT from 1964-69 and is a former Vice-President of the University of Guelph.

Conseil de recherches en sciences humaines du Canada
Social Sciences and Humanities Research Council of Canada

Le Conseil à l'ACFAS

En réponse à une invitation de la part de l'ACFAS, le Conseil de recherches en sciences humaines offrira un service d'information à l'intention des participants au Congrès de l'ACFAS, les 9, 10, 11 mai. Les services principaux sont:

- Un bureau d'information ouvert la journée longue.
- Un kiosque de publications.
- Une session d'information sur le traitement équitable des sexes dans la recherche.
- Une session d'information sur les subventions aux chercheurs sans affiliation institutionnelle.

Un dépliant donnant les détails se trouvera dans les porte-documents des congressistes à l'Université Laval. Toute personne ou société voulant rencontrer un représentant du Conseil doit s'adresser à Gilles Jasmin, Directeur de la division des bourses du CRSH (613-992-3202), avant le 1er mai.

Canada

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Teaching Positions, Design

Applications are invited for a full-time position of Assistant Professor, probationary/tenured, or contractually limited, to begin in the Fall/Winter session, September 1984. The responsibilities are to teach design at undergraduate and graduate levels, and related courses such as calligraphy, typography, design history and theory. The candidate must be aware of current practices in the design profession as well as historical, intellectual and technical developments. He/she must be a working designer and/or design educator with experience in the design profession, and must be able to show competence in a variety of design problems or situations. A Masters Degree in Fine Arts in Design or its equivalent is preferred, as is experience of teaching design in post-secondary institutions. Experience with computing is desirable.
Send applications, including curriculum vitae, a statement of your teaching philosophy, slides of recent work or publications and no less than three references to: Andrew M. Tomcik, Chairman, Department of Visual Arts, York University, Downsview (Toronto), Ontario M3J 1P3. *Application deadline is June 1, 1984.*
In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

Full-time Sessional and Part-time Positions

Applications are also invited for a full-time contractually limited position in Design (Sept. 84-May 85), part-time positions in design on all levels, and part-time positions in the areas of Native Arts of North America. All positions are subject to sufficient enrolment, budgetary and academic approval. Deadlines and materials requirements as above. For further information call Pam Barron, (416) 667-3241.

More U.S. universities backing anti-nuclear measures

by Jack Magarrell

As stockholders entitled to vote at corporation meetings, more and more colleges and universities are supporting resolutions that question the production of nuclear weapons.

Such institutions are still in the minority, however, and most of them have supported resolutions that would require corporations to report on their nuclear-weapons business, as opposed to resolutions that would have them stop producing the weapons.

Colleges may also find nuclear-weapons issues on fewer agendas during the coming spring season of shareholder meetings.

Last year, nuclear-weapons issues were voted on at the meetings of at least 10 major corporations, with colleges and universities among the voters on both sides, according to a tabulation by a non-profit research organization.

The Investor Responsibility Research Center established by institutional investors to study social and public-policy issues, reported last week that fewer resolutions opposing corporations' involvement in nuclear-weapons production are expected this year, in part because the federal government has made it harder for sponsors to get such resolutions considered by stockholders.

SEC tightens rules

New rules adopted in the past year by the Securities and Exchange Commission limit resolutions to those whose sponsors have held at least $1,000 worth of stock for at least a year. A resolution that does not receive at least 5 per cent of the votes one year cannot be submitted the next year, a change from the previous minimum of 3 per cent. To be considered a third time, a resolution must receive 8 per cent of the vote on its second round, a change from the previous 6 per cent.

Another reason for fewer nuclear-weapons resolutions this year, the Investor Responsibility Research Center reported, is that some church groups that had sponsored such resolutions in the past have sold their stock in weapons-related companies during the past year.

According to an I.R.R.C. survey of institutional investors — including church groups, foundations, insurance companies, and banks, as well as colleges and universities — support for anti-weapons resolutions rose from 6 per cent in 1981 to 12 per cent in 1982 and to 18 per cent in 1983.

Kenneth A. Bertsch, program director of the center's defense project, said the institutional investors' interest in nuclear issues appeared to be continuing this year.

Guide to arms industry

Prompted by inquiries from colleges and other institutional investors, the center has published a guide to the nuclear weapons industry, examining the extent and nature of an expanding segment of the American economy. Orders for nuclear weapons and related equipment in 1983 amounted to at least $30-billion, the center found.

The center's report, *The Nuclear Weapons Industry*, written by Mr. Bertsch and Linda S. Shaw, a research analyst, identifies the top 20 nuclear-weapons contractors and gives detailed descriptions of nuclear-related activities of 26 leading companies in the field.

The study listed the following as the 20 public corporations with the most prime contracts for primary nuclear warfare systems, with the amount of such contracts shown for fiscal 1981, based on nonsecret contract listings of the Defense Department and Energy Department.

1.	Boeing	$1,310,000,000
2.	Lockheed	914,000,000
3.	Rockwell International	804,000,000
4.	General Dynamics	703,000,000
5.	Martin Marietta	546,000,000
6.	AT&T	537,000,000
7.	EG&G, Inc.	399,000,000
8.	Allied	376,000,000
9.	Du Pont	374,000,000
10.	General Electric	354,000,000
11.	Union Carbide	275,000,000
12.	Singer	165,000,000
13.	Tenneco	160,000,000
14.	Northrop	147,000,000
15.	General Tire & Rubber	136,000,000
16.	Westinghouse	135,000,000
17.	TRW	130,000,000
18.	Honeywell	127,000,000
19.	Monsanto	107,000,000
20.	GTE	106,000,000

The 405-page report, *The Nuclear-Weapons Industry*, is available to non-profit organizations and individuals for $22 and to institutions and corporations for $45 from I.R.R.C., Suite 900, 1319 F St., N.W., Washington 20004. The I.R.R.C. report, *How Institutions Voted on Shareholder Resolutions in the 1983 Proxy Season*, is available for $25 per copy.

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The SSHRC at the Learneds

At the invitation of the organizers, the SSHRC will provide a full-time information service at the Learned Societies meetings in Guelph.

The main features:

* A Council office:
  May 27 to June 13, 1984
* A display of Council-sponsored publications and the Council's own studies and reports
* Four briefing sessions on unbiased treatment of the sexes in research: May 30, June 4, 7 and 11, 1984
* Meetings, on request, with any society: please contact Stephen Goban at (613) 992-3131

Details will be available in your conference kit at Guelph. We look forward to talking with you about your research needs.

Canada

Présence du CRSH aux Sociétés savantes

À la demande des organisateurs, le CRSH offrira un service d'information à plein temps au Congrès des sociétés savantes à Guelph.

Détails:

* Un bureau du Conseil, du 27 mai au 13 juin 1984
* Un étalage des publications du Conseil et de publications subventionnées
* Quatre sessions d'information sur le traitement équitable des sexes dans la recherche: le 30 mai, les 4, 7 et 11 juin 1984
* Des rencontres sur demande avec toute société qui le désire: adressez-vous à Stephen Goban, au (613) 992-3131

Les renseignements précis seront inclus dans votre trousse de participants à Guelph. Nous serons heureux de vous y rencontrer.

Le gouvernement fédéral défend le principe de l'accessibilité

par Serge Joyal

À l'occasion de la Semaine nationale des universités qui avait lieu en octobre dernier, j'ai prononcé devant des éducateurs et des hauts fonctionnaires une allocution sur l'accessibilité de l'enseignement supérieur. Cet aspect demeure tout aussi important aujourd'hui et je crois bien qu'il continuera à dominer, pour quelque temps, la discussion sur l'enseignement supérieur. Je suis donc très heureux de pouvoir exposer ma pensée à cet égard, et je me réjouis d'autant que ce soit dans les pages d'une publication qui a su susciter un débat intelligent autour de la question par le moyen, entre autres, de l'excellent article de fond paru dans le numéro de décembre 1983.

L'accès à l'enseignement supérieur: un engagement ferme

Je tiens à préciser, dès l'abord, que le gouvernement du Canada s'engage, encore et toujours, à appuyer le système d'enseignement supérieur pour qu'il soit solide et accessible. Cet engagement est renforcé par ceux auxquels le Canada a souscrit en 1976 en ratifiant, avec l'assentiment des provinces, le Pacte international relatif aux droits économiques, sociaux et culturels. L'article 13 reconnaît le droit de chacun à l'éducation et mentionne expressément l'accès à l'enseignement supérieur dans un paragraphe qui se lit comme suit:

> "L'enseignement supérieur doit être rendu accessible à tous en pleine égalité, en fonction des capacités de chacun, par tous les moyens appropriés et notamment par l'instauration progressive de la gratuité."

Une question complexe

Quand on parle d'accès à l'éducation, les choses se compliquent du fait certaines grandes questions de principe, reliées mais néanmoins distinctes, entrent en jeu. Parmi celles qui intéressent le gouvernement du Canada, on peut noter:

- La suppression des obstacles financiers.
- Le redressement de la sous-représentation systématique de certains groupes
- L'assurance que les établissements d'enseignement postsecondaire pourront recevoir tous ceux qui veulent poursuivre leurs études supérieures.

Les discussions sont d'autant plus ardues que l'éducation met en scène une multitude d'institutions et d'interlocuteurs. Mais ce sont tout d'abord, évidemment, les collèges et les universités qui doivent se pencher sur la question de l'accès à l'éducation.

Au niveau gouvernemental, ce sont les provinces qui ont la toute première responsabilité en matière d'éducation. Mais cela étant dit, le gouvernement du Canada s'intéresse de près, et depuis longtemps, à tout ce qui regarde l'accès à l'éducation.

Les programmes gouvernementaux

Par exemple, le ministère des Affaires indiennes et du Nord a mis sur pied des programmes visant à assurer aux autochtones une meilleure représentation au niveau des études supérieures. La Commission de l'emploi et de l'immigration du Canada offre aux étudiants des emplois d'été qui les aident à financer leur études postsecondaires. Revenu Canada autorise diverses déductions d'impôt à cette même fin. Le Programme canadien de prêts aux étudiants qu'administre le Secrétariat d'État a pour but de supprimer les obstacles financiers qui empêcheraient les étudiants de poursuivre leurs études et s'adresse tout particulièrement aux étudiants issus des familles à faible revenu, sous-représentés dans les établissements d'enseignement postsecondaire.

THE CALGARY HERALD

Salle de cours bondée à l'Université de Calgary

Le gouvernement fédéral verse aux provinces des transferts dans le cadre du financement des programmes établis pour aider financièrement les établissements d'enseignement postsecondaire à répondre à la demande. L'allocation égale par habitant versée aux provinces a pour but de donner à chacune les moyens fiscaux de se doter d'une solide infrastructure postseeondaire, pour qu'il n'y ait pas sous-représentation d'un groupe d'étudiants au niveau postsecondaire simplement à cause de leur province de résidence.

Par son soutien, le gouvernement du Canada joue donc un rôle de premier plan pour ouvrir large l'accès à nos établissements d'enseignement postsecondaire. Cependant, en raison des dispositions constitutionnelles et comme beaucoup de programme fédéraux sont appliqués par l'intermédiaire des provinces ou en étroite collaboration avec les responsables des programmes provinciaux équivalents, il n'est pas toujours facile de déterminer dans quelle mesure exactement les programmes fédéraux favorisent l'accès à l'éducation. Le gouvernement du Canada n'en a pas moins le devoir de définir des buts et objectifs pour ses programmes d'aide et de voir dans quelle ils sont atteints.

La politique gouvernementale en matière d'accessibilité

Parmi les moyens traditionnels utilisés par le gouvernement du Canada pour élargir l'accès à l'éducation, on peut citer certains programmes d'action positive qui ont pour but d'intensifier la participation de certains groupes sous-représentés au niveau des études supérieures.

Mais le gouvernement s'est surtout applique à doter les collèges et universités des moyens financiers nécessaires pour répondre à toutes le demandes raisonnables de service en matière d'enseignement postsecondaire. Il a aussi mis l'accent sur l'aide financière versée directement ou indirectement à des étudiants et à leurs parents pour que tous ceux et celles qui veulent poursuivre des études supérieures, et en sont capables, n'en soient pas empêchés par des motifs d'ordre financier. Par cette façon de procéder, c'est-à-dire en accordant un appui général dans affectations particulières, le gouvernement voilait favoriser l'accès à l'éducation en satisfaisant à toutes les demandes raisonnables faites par des étudiants désireux de poursuivre leurs études.

Certains se mettent à contester cette façon "traditionnelle" de procéder. Dans certains cas, on doute du bien-fondé de cet objectif mais surtout parce qu'on craint que la qualité de l'enseignement n'en souffre. Dans d'autres cas, on soutient que, en temps d'austérité, il est peut-être nécessaire de ne pas ouvrir les portes trop grandes et de ne pas acquiescer à toutes les demandes de ceux qui veulent faire des études postsecondaires. Autrement dit, certains étudiants qui veulent poursuivre leurs études et ont les aptitudes voulues ne le pourraient pas ou, tout au moins, ne recevraient pas l'appui financier nécessaire.

Je ne partage pas le point de vue de ceux qui mettent en doute l'à-propos de nos objectifs traditionnels en matière d'accès à l'éducation. Il importe, j'en conviens, de tenir compte de la conjoncture quand il s'agit de puiser dans les fonds publics pour appuyer notre système d'enseignement, mais je soutiens fermement qu'il faut viser, aujourd'hui comme hier,

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L'honourable Serge Joyal est secrétaire d'état

à édifier un bon réseau, solide et accessible, d'établissements d'enseignement postsecondaire. Au Canada, nous avons réussi à en établir un qui est tout à la fois accessible et de très haute qualité. Nous n'avons pas eu, depuis longtemps, à en sacrifier la qualité pour le rendre plus accessible, ni l'inverse, et je ne crois pas que nous devrions, aujourd'hui non plus, envisager pareille possibilité. Dans sa politique d'aide à l'enseignement supérieur, le gouvernement du Canada a toujours tenu la balance égale entre l'accessibilité et la qualité et je compte faire ce que je pourrai pour qu'il en demeure ainsi.

Importance de l'accessibilité

Si j'attache tant d'importance à ce que tous ceux qui veulent et peuvent poursuivre des études supérieures aient les moyens de le faire c'est pour trois raisons surtout: la première, et la plus importante, est que la poursuite de cet objectif nous a donné, au cours des dernières décennies, un système d'enseignement postsecondaire qui, à tout prendre, a bien fonctionné et continue de bien fonctionner. Ce système, humain et équitable, répond à peu près à nos besoins sociaux et économiques tout en nous permettant d'apprendre.

Je sais fort bien que la situation actuelle des universités est loin d'être parfaite et qu'elles ont à faire face à des défis de taille. Cependant, rien dans la conjoncture ne nous force à renoncer à l'objectif fondamental de l'accessibilité.

La deuxième raison qui milite en faveur de l'accessibilité, c'est que nous avons réussi, au fil ans, à ouvrir de façon égale à tous les groupes les portes de nos établissements d'enseignement postsecondaire. Les résultats, au Canada, ont été raisonnablement bons en ce que la participation de presque chaque groupe a augmenté. Les femmes, en particulier, sont beaucoup plus nombreuses à poursuivre des études universitaires; certains parlent d'une augmentation de plus de 50 p. 100 des inscriptions à plein temps, de 1970 à 1979. Même progrès, quoique plus modeste, du côté des étudiants venant de familles à faible revenu, malgré que ce soit surtout attribuable à l'expansion du réseau des collèges communautaires car ces étudiants demeurent sous-représentés à l'université. Il faut tenir compte aussi de différences d'ordre géographique quand on considère la proportion de la population qui se rend jusqu'aux études postsecondaires.

Il reste donc beaucoup à faire pour que tous les groupes soient dûment représentés au niveau des études postsecondaires. Je crains que, si nous renoncions à notre objectif général du plein accès à l'éducation, ce ne soient les groupes déjà sous-représentés qui en souffrent le plus. Si cela était, il nous faudrait, par esprit de justice, accorder plus d'attention aux programmes qui visent à accroître la participation des groupes qui proviennent de certaines régions particulières ou qui ont certaines caractéristiques déterminées.

Je l'ai déjà dit: je ne m'oppose pas à ces programmes particuliers, souvent nécessaires et souhaitables, cependant, une forte expansion de ces programmes rendrait difficile l'administration du système d'enseignement postsecondaire. Nous ne pouvons dire avec certitude ce qui adviendrait et, en définitive, les gouvernements pourraient finir par jouer un rôle dans le domaine de l'enseignement postsecondaire un rôle plus actif qu'ils ne le devraient.

la dernière raison qui me fait tenir à l'objectif du plein accès à l'éducation, c'est la difficile situation des jeunes: le taux de chômage chez eux est très élevé et les conséquences en sont graves tant pour les jeunes chômeurs eux-mêmes que pour la société en général. Je voudrais d'ailleurs m'attarder sur ce dernier point.

Enseignement supérieur et marché du travail

De plus en plus de jeunes préfèrent poursuivre leurs études au-delà du secondaire plutôt que de chercher tout de suite à entrer sur le marché du travail; ces études et cette formation leur permettront d'ailleurs d'acquérir plus tard une plus riche expérience professionnelle et un emploi mieux rémunéré. A mes yeux, ce serait une grave erreur que de leur refuser l'accès aux sphères supérieures de l'enseignement. Les étudiants comme la société sont d'accord sur un point: si on le peut, mieux vaut commencer sa vie d'adulte en poursuivant des études postsecondaires plutôt que de faire la triste expérience d'un long chômage. N'oublions pas non plus que nous assurons aussi la formation de la main-d'oeuvre qualifiée si nécessaire à une saine reprise économique.

L'instruction donne sans conteste un avantage sur le marché du travail. Considérons, par exemple, la situation en mars dernier, quand le taux de chômage avait atteint son sommet saisonnier: environ 13,9 pourcent de la population active était en chômage. Chez les 15 à 24 ans, le chômage atteignait 23,4 pourcent soit 68 pourcent de plus que la moyenne, les plus touchés étant ceux qui n'ont pas dépassé l'école secondaire, avec un taux de 27 pourcent. Chez ceux qui ont fait au moins certaines études postsecondaires, le taux de chômage était beaucoup plus bas, soit à peu près 15 pourcent, pour baisser à 9.6 pourcent chez ceux qui détiennent un diplôme universitaire. En résumé, le taux de chômage chez ceux qui n'ont pas fait d'études postsecondaires était presque trois fois aussi élevé que chez les diplômes d'université.

Initiatives fédérales récentes

Bien que le gouvernement du Canada ne puisse garantir l'accessibilité de l'enseignement postsecondaire, nous pouvons — et c'est ce que nous faisons — orienter nos programmes et nos politiques vers ce but fondamental et encourager les provinces à faire de même. Les programmes du gouvernement du Canada continueront à prévoir l'aide nécessaire pour que les établissements d'enseignement postsecondaire puissent répondre à toutes les demandes raisonnables et que les étudiants qui en ont besoin reçoivent de l'aide financière pour poursuivre leurs études au-delà de l'école secondaire. Voici d'ailleurs les dernières initiatives du gouvernement du Canada à ces deux égards.

a) Aide générale

Pour ce qui est d'offrir un appui de base à l'enseignement postsecondaire, le gouvernement du Canada a annoncé le printemps dernier qu'il avait l'intention d'augmenter les crédits affectés à tous les programmes de soutien aux études postsecondaires. Comme il a été annoncé dans des allocutions et des communiqués, l'augmentation ne sera cependant pas uniforme pour tous les programmes. Fidèle à la politique générale du gouvernement, le ministre des Finances a annoncé son intention, durant l'année en cours et la prochaine également, d'appliquer le principe du 6 et 5, au volet du FPE qui porte sur l'enseignement postsecondaire. Comme le titre modifié du projet de Loi C-12 le laisse entendre.

— Loi de 1977 sur les accords fiscaux entre le gouvernement fédéral et les provinces et sur les contributions fédérales en matière d'enseignement postsecondaire et de santé — il sera désormais plus facile de distinguer, et partant de comptabiliser, les montants transférés au titre de l'aide à l'enseignement postsecondaire.

b) Autres programmes

D'autres programmes, en particulier ceux qui se rapportent à certaines priorités nationales, par exemple, les sciences et la technologie, recevront des augmentations plus généreuses. Une autre priorité nationale est la Caisse d'accroissement des compétences professionnelles, de la Commission de l'Emploi et de l'Immigration du Canada, formule novatrice de financement temporaire: il s'agit de crédits spéciaux qui permettront aux collèges communautaires d'augmenter leur capacité de façon sélective et en fonction des priorités nationales. Enfin, comme je l'avais déjà signalé en octobre, nous avons exploré la possibilité d'offrir aux universités un modeste financement temporaire pour les aider à élargir leur cadre dans certains domaines reliés aux objectifs nationaux.

c) Aide aux étudiants

Par suite des modifications apportées en 1983 au Programme canadien de prêts aux étudiants, nous

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Objectifs du gouvernement du Canada

Aide générale: contribuer à la consolidation et au développement du secteur de l'enseignement postsecondaire dans l'ensemble du Canada pour répondre aux aspirations individuelles des Canadiens désireux de s'instruire et de se perfectionner et aux besoins et possibilités de la société canadienne.

Accessibilité de l'instruction: faciliter l'accès à l'instruction à tous les Canadiens capables et intéressés en réduisant les obstacles dus à leur situation socio-économique ou à leur appartenance à un groupe dont le système scolaire actuel ne répond pas pleinement aux besoins, et alléger le fardeau financier que suppose la fréquentation d'un établissement d'enseignement.

Mobilité: réduire les obstacles qui seraient de nature à empêcher les étudiants canadiens de niveau postsecondaire, les professeurs canadiens et les diplômés canadiens de poursuivre leurs études, leur formation ou leur travail, là où ils le désirent au Canada.

Possibilités d'emploi: encourager le système d'enseignement pour qu'il soit davantage en mesure d'offrir aux Canadiens la possibilité d'acquérir les compétences nécessaires pour occuper les emplois indispensables à la croissance économique du pays ou caractérisés par une grande mobilité à l'intérieur du pays comme à l'echelle internationale.

Recherche: favoriser, dans les établissements d'enseignements post-secondaire, la formation de chercheurs et l'acquisition des connaissances et des moyens nécessaires à la recherche, de façon à répondre aux besoins généraux de la société canadienne en matière de recherche et de développement et à trouver des solutions aux problèmes qui surgissent dans des secteurs d'intérêt national.

Langues officielles dans l'enseignement: donner aux Canadiens la possibilité d'améliorer, par le biais de programmes d'enseignement, leur connaissance des deux langues officielles, et permettre aux anglophones du Québec et aux francophones des autres provinces et des territoires de pouvoir s'instruire dans leur propre langue officielle.

Compréhension du Canada, civisme et identité culturelle: favoriser chez les Canadiens, par le biais de programmes d'enseignement, une meilleure connaissance et compréhension d'eux-mêmes et de leur milieu de vie, et ce, en mettant l'accent sur la diversité culturelle du Canada, et encourager et maintenir le sens civique des Canadiens.

Relations internationales: promouvoir les intérêts internationaux du Canada dans le domaine de l'enseignement, notamment en établissant des liens entre le système scolaire canadien et celui d'autres pays, en faisant mieux connaître à l'étranger le Canada et sa population, en encourageant les études internationales du Canada et les travaux internationaux conjoints de recherche et d'érudition et en adoptant des politiques et des programmes pour les universitaires et les étudiants étrangers qui fréquentent un établissement d'enseignement au Canada.

Scolarisation directe: développer les connaissances, les aptitudes et le sens critique des groupes dont l'éducation est à la charge du gouvernement fédéral, par le financement ou la gestion d'écoles, ou encore selon d'autres modalités financières.

Besoins du gouvernement fédéral en tant qu'employeur: promouvoir la formation, en nombre suffisant, d'une main-d'oeuvre possédant les connaissances, les aptitudes et les capacités essentielles au bon fonctionnement de la fonction publique, y compris la connaissance des deux langues officielles.

Federal government stands firm on policy of accessibility to universities

by Serge Joyal

Last October, in the context of National Universities Week, I addressed a group of educators and officials concerned with education on the subject of accessibility within the post-secondary education system. The subject is as significant today as it was then, and I fully expect that it will continue to dominate discussions on higher education for some time to come. I therefore welcome the opportunity to outline my thinking on this vital educational issue. And I am particularly pleased to do so in a journal that has been promoting intelligent debate of the issue, for example by means of the very useful, perceptive lead article in the December, 1983 edition.

Canada's commitment to accessibility

The Government of Canada has been and remains committed to the support of a strong and accessible system of higher education. This commitment is buttressed by Canada's international legal obligations under the International Covenant on Economic, Social and Cultural Rights to which this country acceded in 1976 following agreement by all provinces. Article 13 of this Covenant recognizes the right of everyone to education and contains a sub-section dealing specifically with the question of accessibility within the higher education sphere. It reads as follows:

> "Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education."

Complexity of the issue

Discussions of accessibility are complicated by the fact that a number of inter-related, but still quite distinct, public policies are involved. Some of the main policies involved which touch on the responsibilities of the Government of Canada include:

- Policies directed towards the removal of financial barriers to accessibility,
- Policies direeted towards the reduction of systemic underrepresentation of various groups,
- Policies directed towards ensuring that the basic capacity exists to meet the demand for post-secondary education.

Discussions are further complicated by the existence of a wide variety of institutions and actors in the field of education. Accessibility is a matter that must be addressed in the first instance by the colleges and universities themselves. At the governmental level, prime responsibility belongs, of course, to the provinces. However, the Government of Canada has long had a strong interest in the issue of accessibility to higher education.

Government of Canada programs

The Department of Indian and Northern Affairs, for example, has programs to reduce the underrepresentation of Indians and Inuit in post-secondary education. **The Canada Employment and Immigration Commission** provides summer job opportunities that help students in financing their post-secondary education. **Revenue Canada** offers various income tax deductions to facilitate access to higher education. **The Canada Student Loans Program**, which my own Department administers, is intended to help remove financial barriers to accessibility and is directed specifically to students from lower income families, a group that remains underrepresented in post-secondary education.

Registration line-ups at Carleton University last Fall

The **Established Programs Financing** tranfers to the provinces are intended to help finance a strong post-secondary capacity that is responsive to student demands. The equal per capita provincial allocation in EPF is intended to help ensure that the fiscal means are available to support a strong post-secondary capacity in all provinces, that is, to ensure that there is no need for underrepresentation of students in post-secondary education simply as a result of province of residence.

Support provided by the Government of Canada therefore plays a major role in furthering accessibility to our post-secondary institutions. Given constitutional realities, however, and the fact that so many federal initiatives are delivered either via the provinces, or in close collaboration with related provincial programs, determining the specific impact of federal programs on accessibility is often difficult. This reality does not, however, relieve the Government of Canada of responsibility in defining the goals and objectives of its own programs of support to higher education and in reviewing whether these goals and objectives are being met.

Public policy regarding accessibility

The traditional approach to public policy regarding accessibility in Canada has included some positive action programs directed to increasing the participation of specific underrepresented groups in post-secondary education. However, even greater emphasis has been placed on providing financial resources to ensure that the universities and colleges have the capacity to respond to all reasonable demands for post-secondary edueation. Emphasis has also been placed on providing direct and indirect financial support to students and their parents to ensure that those students who have reached the completion of their secondary school education, continue their studies at the post-secondary school level if they are otherwise qualified to do so. This approach, based on general, untargetted support, provides for overall accessibility by attempting to meet all reasonable demands for post-secondary education.

There are those who are beginning to question this "traditional" approach. This questioning of accessibility goals is sometimes disguised as reflecting a concern for quality. In other cases it is argued that in a time of economic restraint it may be necessary to reduce expectations and accept a situation where the demand for post-secondary education cannot be fully met, that is, where some qualified people who want a post-secondary education will be refused access or will be refused the financial support needed to continue their education.

I do not share the views of those who are raising doubts about our traditional accessibility objectives. While it is clearly important that fiscal restraint be acknowledged as an important element of public support of education, it is my strong view that the goal of a vital, accessible post-secondary system remains valid at this stage in our country's development. In Canada we have, with considerable success, developed a post-secondary system that is both accessible and of high quality. We have not had to make a trade-off between the two in the recent past and I believe we should nôt consider such a trade-off at this time. The policies of the Government of Canada in its support of post-secondary education have assumed the continued validity of the goals of accessibility and high quality and I intend to do what I can to ensure that this continues to be the case.

Why accessibility?

There are three reasons why I place such high priority on the continued goal of a system of higher education that can accommodate all interested and

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qualified applicants. The first and basic reason is that pursuit of this goal in recent decades has been part and parcel of the development of a post-secondary system that has, by and large, worked well and that continues to work well. It has resulted in a system that is humane and equitable in its basic philosophy and that has done a relatively good job in meeting the needs of the Canadian economy and society as well as the learning needs of individual Canadians. I am well aware that the present situation of the universities is far from ideal and that difficult challenges exist. However, I see nothing that suggests that we abandon the fundamental goal of accessibility to higher education.

A second factor for continuing to emphasize accessibility at this time lies in our efforts to ensure that the post-secondary system is equally accessible to all groups. The Canadian experience has been reasonably good in past decades in that participation from nearly all groups has been increasing. The participation of women has grown very significantly in the past decade, some figures placing the increase at over 50 percent in full-time enrolments in universities between 1970 and 1979. Representation of students from lower income groups in post-secondary education has also increased, although modestly in comparison and mainly as a result of the expansion of the community college system. It is clear that students from poorer families remain underrepresented in the universities. Geographic differences also remain in the percentage of the population that participates in post-secondary education.

Much remains, therefore, to be done in working towards the reduction of systemic underrepresentation of groups in post-secondary education. If we were to abandon our general goal of full accessibility, it would be people from underrepresented groups that would suffer first and foremost. If this were to occur, then equity would require increased attention to targetted programs aimed at increasing the participation of groups from specific areas or with specific characteristics. As I have said in previous comments, I am not opposed to such targetted programs for they are often necessary and desirable. However, a large-scale expansion of such programs would add considerable complexity to post-secondary governance; its impact would be uncertain and it might ultimately result in a more active role for governments in post-secondary education than would be desirable.

The third factor that I would mention in arguing against any retreat from the goal of full accessibility is the different economic situation that many young people face today. Unemployment rates for this group in particular are very high, with severe consequences not only for the individual involved but for society generally. This is an issue which I would like to discuss more fully in the section which follows.

Higher education and the labour market

Increasing numbers of young people are looking to post-secondary education as an alternative to immediate entry into the labour market, an alternative that will provide them with education and training that will undoubtedly lead to more successful labour market participation in the future. In my view, we would be gravely mistaken in doing anything that would deny access to these young people. Both the students and society recognize that it is far better for interested and qualified young people to spend the beginning of their adult lives engaged in the pursuit of knowledge at the post-secondary school level rather than in the destructive experience of prolonged unemployment. It is worth remembering, too, that increased participation will, in the long term, bring economic payoffs through the development of the skilled human resources that will be needed for sustained economic recovery.

The general labour market payoff from higher education is clear. In March, 1983, when unemployment was at a seasonal high, 13.9 percent of the labour force was unemployed. The rate for young people aged 15 to 24 years stood at 23.4 per cent, that is 68 percent higher than the labour force average. Among these young people, unemployment was particularly severe for those without any post-secondary education. The unemployment rate for these young people was 27 percent. The rate for those with at least some post-secondary education was substantially lower, at about 15 percent. For those with a university degree, the rate was again much lower at 9.6 percent. In other words, the unemployment rate for those with no post-secondary education was almost three times higher than the rate for university graduates.

Objectives of the Government of Canada

General support objective: to help maintain and strengthen the post-secondary capacity throughout Canada required to respond to the individual learning and development aspirations of Canadians and the needs and opportunities of Canadian society.

Educational opportunity objective: to facilitate the access of all qualified and interested Canadians to formal learning by reducing barriers due to socio-economic status or to membership in groups that are not fully served by the existing education system, and to reduce financial hardship resulting from participation in the education system.

Mobility objective: to minimize any barriers that might prevent Canadian post-secondary students, teachers and graduates from studying, training or working wherever they wish in Canada.

Employability objective: to promote the capacity required in the education system for Canadians to obtain the qualifications necessary for occupations critical to national economic growth and for occupations characterized by a high degree of inter-regional and international mobility.

Research objective: to encourage the development of researchers and research knowledge and capacity in the post-secondary education system, consistent with the general research and development needs of Canadian society or in order to provide solutions to problems arising in areas of national concern.

Official languages in education objective: to provide opportunities for Canadians to increase their knowledge of Canada's official languages through formal learning, and for members of the English language community in Quebec and the French language communities in the other provinces and territories to be educated in their own official language.

Canadian understanding, citizenship and cultural identity objective: to increase through formal learning the knowledge and understanding Canadians have of themselves and their environment, with particular concern for the cultural diversity of Canada, and to stimulate and maintain a sense of Canadian citizenship.

International relations objective: to promote Canada's international interests in matters relating to education including: provision of links between the education systems of Canada and of other countries; promotion of a better knowledge abroad of Canada and its people; encouragement of international studies in Canada and of international joint research and scholarly activities; and provision of policies and programs relating to foreign scholars and students in Canada.

Federal direct schooling objective: to develop knowledge, skills and critical capacity among groups whose education is a federal responsibility, through financing and/or management of schools and other financial arrangements.

Needs of the federal government as an employer objective: to promote an adequate supply of personnel with skills, knowledge and capacities needed for an effective public service, including appropriate official language capabilities.

Recent developments by the Government of Canada

The Government of Canada cannot guarantee accessibility. However, it can and does use its programs and policies to support that fundamental goal and to encourage provinces to do likewise. These programs of the Government of Canada will continue to provide the support needed to help ensure that post-secondary institutions can meet all reasonable demands, and will also continue to provide financial support to students who need aid to continue their post-secondary education. Outlined below are the recent developments which address both types of assistance on the part of the Government of Canada.

a) **General Support**

With respect to basic support for the system of higher education, the Government of Canada announced in the spring of 1983 its intention to increase spending on all programs of post-secondary support. As mentioned in previous addresses and press releases, the increases are not identical in all programs. Consistent with the government's general policy of restraint, the Minister of Finance recently asked Parliament to apply the 6 and 5 policy to the increase in the post-secondary portion of EPF during the current and coming fiscal year. As the title of Bill C-12 implies — Federal-Provincial Fiscal Arrangements and Federal Post-Secondary Education and Health Contributions Act, 1977 — the amounts transferred in support of post-secondary education will henceforth be more clearly identifiable. This move will help to establish conditions which will make clearer lines of accountability possible.

b) **Other programs**

Other programs, particularly those related to specific national priorities, have been strengthened through increased allocations. Support for **science and technology** is an example of such a national priority. Another is the **Canada Employment and Immigration Commission's Skills Growth Fund**, an innovative program for temporary targetted funding that will allow the community colleges to selectively increase their capacity in line with national priorities. Finally, as I indicated in my speech in October, we have been exploring the possibility of providing modest temporary support to help the universities in their efforts to strengthen capacity in areas related to national objectives.

c) **Student aid**

Support to students has, of course, been greatly increased as a result of amendments to the **Canada Student Loans Program** in 1983. These changes, which have been in force during the current academic year, represent a major strengthening of the commitment to accessibility by the Government of Canada. The revised Act has increased the amount of the loan for which a student is eligible, from $56 a week to $100, and assistance is now extended to part-time students. Now relief provisions are also in effect for handicapped students as is a program of interest relief introduced for borrowers who are unemployed after leaving school and have difficulty in repaying their student loans.

Federal-provincial relationship

The interdependence of federal and provincial programs cannot be overemphasized and the importance of the provinces in public policy related to accessibility cannot be overstated. The programs of the Government of Canada directed to accessibility would have little impact if the provinces were to move in another direction. Over recent months there appears to have been some faltering in a few provinces on the accessibility question and I have made my views well known on this.

While identifying problems and potential areas of difficulty, we must not overlook the considerable achievement of all provinces, with federal financial

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avons, bien entendu, augmenté substantiellement l'aide aux étudiants. Ces modifications, appliquées dès la présente année universitaire, représentent un point fort dans le cadre de l'engagement du gouvernement du Canada de rendre les études supérieures accessibles à tous. En vertu des modifications apportées à la Loi, le plafond hebdomadaire des prêts est passé de 56$ à 100$ et les étudiants à temps partiel ont maintenant droit à l'aide. Les étudiants handicapés peuvent se voir dispenser de l'obligation de rembourser et l'on autorise maintenant l'exonération de l'intérêt pour les emprunteurs qui, à la fin de leurs études, n'ont pas trouvé d'emploi et ont de la difficulté à rembourser leur emprunt.

Relations fédérales-provinciales

On ne saurait trop insister sur l'interdépendance des programmes fédéraux et des programmes provinciaux comme aussi sur l'importance du rôle que les provinces ont à jouer dans toutes les politiques qui ont trait à l'accessibilité de l'enseignement supérieur. En effet, les programmes du gouvernement du Canada n'auraient pas beaucoup d'effet si les provinces adoptaient d'autres orientations. Ces derniers mois, il semble y avoir eu un certain fléchissement, dans certaines provinces, sur la question de l'accessibilité et je n'ai pas manqué de dire ce que j'en pensais.

S'il ne faut pas oublier les problèmes actuels et éventuels, il ne faut pas non plus manquer de signaler l'effort impressionnant de toutes les provinces qui, grâce à l'appui fédéral, ont réussi, surtout au cours des deux dernières décennies, à se doter d'un réseau d'établissements d'enseignement postsecondaire à la fois solide et accessible. C'est un exploit qui témoigne des valeurs qu'ont en commun les différentes régions du pays qui, toutes, croient à l'importance d'instaurer un bon système d'enseignement supérieur qui soit à fois accessible et adapté aux besoins.

Il est bon de rappeler aussi qui, malgré que chaque province ait ses propres politiques en matière d'enseignement postsecondaire, le Canada a quand même réussi à mettre en place un système qui entrave relativement peu la mobilité. Le fait qu'une province n'impose pas de frais supplémentaires aux étudiants qui viennent d'autres provinces fait contraste, en notre faveur, avec la situation aux Etats-Unis. Tout cela fait augurer favorablement des résultats d'autres efforts conjoints, par exemple, l'élaboration d'une stratégie nationale pour l'enseignement postsecondaire proposé récemment dans le rapport "Où trouver l'équilibre?" soumis à l'Association des universités et collèges du Canada.

Objectifs du gouvernement du Canada

Les programmes fédéraux et provinciaux étant étroitement liés et les deux ordres de gouvernement étant, de ce fait, obligés de s'entendre pour appuyer les priorités des collèges et des universités, il est particulièrement important que le gouvernement du Canada, non seulement énonce clairement ses buts et objectifs en matière d'accessibilité de l'enseignement supérieur mais informe les Canadiens sur les dimensions nationales de la question. C'est un peu en pensant à cela que j'ai accepté de rédiger un article dans le *Bulletin de l'ACPU*.

L'un de mes prédecesseurs a beaucoup fait pour les objectifs du gouvernement du Canada en matière d'accessibilité en formulant dix objectifs nationaux pour l'aide fédérale à l'enseignement supérieur. Ces objectifs, qu'on trouvera ici font fortement pencher la balance en faveur de l'accessibilité: le premier porte sur Padie à Penseignement, le deuxième sur l'égalité des chances, le troisième sur la mobilité. Ensemble, ces objectifs résument tous les motifs pour lesquels le gouvernement du Canada a décidé d'appuyer Penseignement supérieur.

Dans une récente publication intitulée "L'aide du gouvernement du Canada à l'éducation", le Secrétariat d'État donne un aperçu chronologique de la participation du gouvernement du Canada à l'éducation et fait le tour des grands programmes actuels qui, selon des estimations récentes, représentaient en 1982-1983 quelque 6,4 milliards de dollars.

Conclusion

Comme je l'ai indiqué, les deux ordres de gouvernement et le milieu de l'enseignement postsecondaire ont toujours partagé — et j'espère qu'ils continueront à le faire — le même avis sur l'importance de l'enseignement postsecondaire et la nécessité d'offrir des programmes d'études de haute qualité, et qui soient accessibles à tous.

Cependant, l'attention grandissante qu'on accorde maintenant à toute cette question de l'accessibilité de l'enseignement postsecondaire montre bien que les tensions que nous avons connues au cours de la dernière décennie ont semé dans les esprits des doutes sur l'accessibilité future de notre système d'enseignement.

Pour moi, quand de songe à la question, je pense aussi à l'importance d'une solide instruction de base pour l'avenir du Canada. Dans les années 80, il faudra non seulement avoir l'instruction de base mais se recycler plusieurs fois par la suite. C'est enayant accès aux études que nous pourrons le mieux relever les défis qui nous attendent.

Pour ce qui est d'encourager la participation démocratique à la vie de la société, nul doute que le meilleur moyen, c'est d'assurer le plein accès à l'enseignement postsecondaire. Nous devons cela aux nouvelles générations d'étudiants qui croient que le pays leur offre des chances égales. Nous nous devons aussi d'honorer, aux yeux du monde entier, les engagements que nous avons pris en matière d'accessibilité de l'enseignement postsecondaire. Et enfin, puisque la question de l'enseignement supérieur nous préoccupe, nous nous devons le rendre meilleur qu'il ne l'était lorsque nous avons commencé à nous attaquer au problème.

Sur la route à parcourir, la question de l'accessibilité revêtira la plus haute importance. La qualité de la vie de milliers de jeunes Canadiens dépendra, en partie du moins, des décisions que nous prendrons.

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support, in developing a strong, accessible post-secondary system, especially over the past two decades. It has been an impressive accomplishment that reflects common values throughout the country regarding the importance of an accessible and relevant post-secondary capacity of high quality. Nor should we forget that, even though each province acts largely independently with respect to post-secondary policies, Canada has succeeded in building a university system with relatively few impediments to mobility. The current absence of out-of-province fee differentials in Canada contrasts favourably with comparable experience in the United States. These achievements bode well for the productive results of other joint efforts and discussions, for example as suggested recently by the AUCC report "Some Questions of Balance" in its call for a "national strategy" on post-secondary matters.

Objectives of the Government of Canada

Because of this interdependence of federal and provincial programs, and because of the obvious need for both orders of government to work in harmony to support the priorities of the colleges and universities, it is particularly important for the Government of Canada not only to state clearly its goals and objectives with respect to accessibility, but also to provide information relating to the national dimensions of the accessibility question. It is partly with this need in mind, that I have welcomed CAUT's invitation to address its membership through *The Bulletin* on this vital subject.

A major step in making known the objectives of the Government of Canada on accessibility was the formulation by a former Secretary of State of the ten national objectives that are to be met by our support of post-secondary education. These objectives, listed here, give considerable weight to accessibility: the first relates to general support of the post-secondary capacity; the second to equal educational opportunities; and the third relates to mobility. Taken together, the ten objectives are designed to depict the range of concerns that lie behind and explain the Government of Canada's support of higher education.

A recent publication of my Department, entitled *Support to Education by the Government of Canada*, provides a summary of federal government involvement in education over the decades, as well as an overview of major current programs which, by recent estimates, totalled $6.4 billion in 1982-83.

Concluding Comments

As I have noted, the historical record indicates that both orders of government and the post-secondary community have shared and, I hope, continue to share common assumptions about the importance of post-secondary education and the need for both accessibility and high quality.

However, the increased attention which is now being paid to the subject of accessibility is a sign that the stresses of the past decade have raised questions as to the future of accessibility in the Canadian education system.

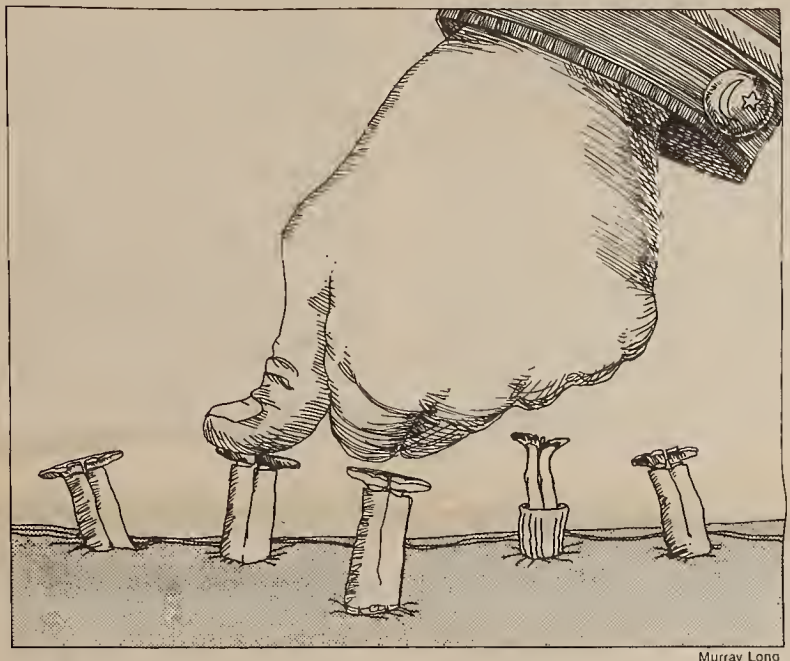
I look at the issue of accessibility from the point of view of the role that a good general education plays in the shaping of Canadian society. Persons are being called upon in the 1980's not only to be educated, but to be re-educated several times over during their lifetime. Access is the lifeline to adapting successfully to new challenges.

In terms of the fostering of democratic participation in society, there can be no doubt of the need of assuring full accessibility to post-secondary education. We owe it to the new generations of students who believe that this country offers them equal opportunity. We owe it to the international community to honour our commitments in regard to accessibility. We owe it to ourselves as people concerned with higher education to leave the field of post-secondary education more healthy than it was when we first began to attack its problems.

Accessibility will be a key concern as we look to the future. The quality of life of thousands of young Canadians will be determined in part by how we deal with this concern.

794 academics fired or resign

Turkish government cracks down on universities



Murray Long

In September 1980, military forces took power in Turkey. Three years after the coup, in November 1983, elections were held and a civilian government was formed. According to the expression made popular by the head of the State, General Kenan Evren, those were the years of the restoration of democracy.

What was involved was a very unique process of restoring democracy epitomized in the way elections took place. Politicians who had seats in the parliament prior to the military coup were banned from forming and playing an active role in new political parties. Moreover, twelve political parties, formed according to the rules established by the military, were prevented from participating in the elections.

Attempts to criticize these procedures were suppressed immediately, especially by tightening press controls. Certain influential newspapers were shut down and several eminent journalists were arrested. Radical left and right publications had already been banned immediately after the coup.[1]

Perhaps more significant than the atmosphere in whieh the elections took place is the legal framework set up by the military government to attempt to regulate the future social and political life in the country. A new constitution was prepared to greatly enhance presidential powers and to make, at the same time, General Evren the president for the next seven years. During this period, Evren's four colleagues in the junta will serve as an advisory council.[2] The military government has also introduced three new laws which establish tight state control in three major areas: trade union activities, press and higher education.[3]

The legislation modifying the character of higher education in Turkey was largely aimed at transferring the decision making powers from elected representatives of faculty members to appointed administrators. The new legislation establishes a central body dominated by government appointed members, the Commission for Higher Education, to coordinate the activities of all universities.

Apart from the determination of curricula according to the central authorities' evaluation of the country's needs, the mandate of the Commission involves the appointment of rectors. Previously, rectors were elected by faculty members. Rectors then appoint deans who, in turn, appoint department heads. The decisions concerning the distribution of teaching load previously taken at department meetings are now entirely taken by department heads.

A second central body, the Commission for the Supervision of Higher Education, has been set up to ensure that university teaching is carried out according to centrally determined principles. Another modification concerns the central allocation of professors as a solution to the shortage of teaching personnel at universities in smaller centres.

In response to concerns over the implication of these changes for the autonomy of higher education institutions, Turkish authorities have offered examples taken from Canada and the U.S. where appointed boards of directors play a crucial role in decisions concerning the functioning of universities.

An article published in the September 1982 issue of the *Bulletin* ("Turkish Universities in Transition") attempted to show that such comparisons were highly misleading by presenting an historical overview of government university relations in Turkey. The article argued that the new university law constituted a clear attempt to put an end to university autonomy and academic freedom. It was also argued that the extremely hierarchical relationships within Turkish universities have in many ways been instrumental in hampering the creation of an atmosphere of free development and expression of ideas. Such a setting, it was maintained, is highly inappropriate for the mobilization of a strong democratic opposition to attacks coming from a repressive military government.

Although the article was written almost a year after the new legislation was passed, the modifications had not yet made a real impact on higher education. It was therefore too early to make definite statements as to the future of academic life in Turkey. In the last two years, however, it has become clear that the intention of the new university law was indeed to put an end to academic autonomy and to curb all dissenting opinion. It is also clear that the universities have been totally unable to protect their academic freedom and intellectual integrity. Since the new university law was put into effect, 794 academics have left their posts. Of those, 259 were dismissed either by the appointed administrators or directly by the military. Subsequently, 535 professors resigned in protest.[4]

A chronological overview of the major developments of 1982 and 1983 would be useful to clarify the extent of the turmoil caused by the university legislation.

The first evidence of the type of developments that were to take place during the restructuring of higher education concerned the well-known political affiliations of some of the rectors appointed by the Commission for Higher Education. The rectors of Ankara University, Selçuk University in Konya and Atatürk University in Erzurum were all public figures known as sympathizers of the pro-fascist Nationalist Movement Party which was actively involved in terrorist activities in the years preceeding the military coup. After the coup, this party was banned with other political parties and some of its leaders were arrested. However, this did not prevent the above mentioned appointments, in spite of criticisms voiced by some journalists.[5]

The first wave of purges that began in the fall of 1982 mainly involved assistant professors and lecturers. These junior academics were dismissed by university administrations without any explanation or prior notice. Although these included a large number of graduates from prestigious European and North American universities, the "inadequacy of academic credentials" was the reason given for expulsion. Many of the expelled were considered to be "leftists", a label that one can easily acquire in Turkey according to the newspaper that one reads. In some cases, however, the dismissals were clearly linked to personal grudges. Among these, the case of Hikmet Tümer, a former lecturer at the department of geology of Ankara University, is particularly interesting.

In 1980, Ismet Yilmaz, a professor at the same department, tried to change the final grade of a female student from a passing to a failing mark. Having evidence that the student was sexually harassed by Yilmaz, Tümer intervened and brought the affair to the attention of the university administration. The administration found Yilmaz guilty and suspended him for a month. Such a record, however, did not prevent him from being appointed as the head of the geology department after the new university law was put into effect. Immediately after this appointment, Hikmet Tümer was dismissed.[6]

Each expulsion naturally involved some human drama. For the expelled, what was at stake was not only career opportunities but also basic livelihood in a country where university graduates often have difficulty finding jobs corresponding to their skills. The salaries of academics are hardly enough to sustain a hand-to-mouth existence. It is extremely unlikely,

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The author of this article is a Turkish academic temporarily residing in Canada whose name is being withheld for reasons of professional security.

therefore, that these academics, who learned the news of their dismissals on the very days they were announced, had any savings to rely on. In some cases, however, the difficulties were more severe than in others. For example, a married couple, Drs. Emre and Ziynet Kapkin, both assistant professors at the University of Ege, were expelled in the same week. The next week they learned that their five year old daughter could no longer attend the kindergarten of the university.[7]

By the end of 1982, 192 academics had lost their jobs.[8] Meanwhile, the President of the Commission for Higher Education, Professor Ilsan Doğramaci, kept insisting that what was involved was not a purge but a simple termination of contracts. By 1983, however, it was no longer possible to deny the political character of the "restructuring" process. In January 1983, expulsions by direct orders from martial law authorities started to take place. In some cases, military authorities were clearly acting according to the information given to them by university rectors.[9]

The affair was now well beyond political disagreements and personal disputes within universities. Those who were expelled during the 1983 winter term were mostly senior scholars well known for their academic work as well as for their social democratic convictions. In most cases, the news of their dismissals was not a surprise to the public. Surprises, however, were not totally absent. It was not at all easy to guess, for example, the reasons behind the expulsion of Professor Tahsin Yazici, a conservative historian from the University of Istanbul. Professor Yazici is a distinguished scholar, perhaps better known abroad than in Turkey, who never had any political involvement. As usual, his notice of dismissal did not include any explanation. However, there were rumours, never confirmed, that his expulsion was not unrelated to the Armenian origin of his mother. Disgusting as they may seem, given the atmosphere of fanaticism fostered by military rule, it is not unlikely that such rumours have a certain basis.

Purges on the order of military authorities have additional consequences for the purged. The employment of these academics in the public sector is prohibited by a military decree. Being mostly middle aged people, it is very difficult for them to seek employment abroad or to find a position in the private sector. Some of them are in their fifties, quite close to the age of retirement. But with their dismissal, they have also lost their pensions.

In January 1983, after the expulsions by military decree were already underway, the Faculty of Law of Istanbul University conferred an honorary doctorate on General Evren.[10] In February 1983, Dr. Yalçin Kücuk, an economist from Gazi University in Ankara, was sentenced to seven years in prison because one of his books was deemed to contain "communist propaganda".[11] Along with the continuing purges, certain professors were taken to court on political charges. In March 1983, over 20 professors were on trial for membership in allegedly communist organizations.

Towards the end of 1982, the Commission for Higher Education started to get more directly involved in the functioning of individual universities. In December 1982, university administrators were asked to provide the Commission with detailed lists of publications used by faculty members in their courses.[12] In January 1983, following the establishment of compulsory Turkish courses in all university departments, administrators received a list of books chosen by the Commission to be used in these courses.[13]

Also in January 1983, rectors received orders to apply a certain dress code. Male faculty members were not to have beards while wearing slacks was out for female faculty. Suits and ties were to be made compulsory for men while "flashy make-up" was to be barred for women.[14] Administrators, unable to send professors to the barber by force, could only beg them to be reasonable and not to make too much fuss over trivial matters of form. There were rumours, however, that some suspensions resulted from just such trivial matters.

More serious orders came down in April 1983 when it was announced that individual universities could no longer subscribe to foreign journals. Under the new system, periodicals were to be purchased by the newly founded documentation center of the Commission for Higher Education. Universities would receive photocopies of the articles demanded by faculty members. Hence, the periodicals available would be entirely chosen by the Commission for Higher Education which, thanks to this particular arrangement, would also have full information on the interests of individual academics.[15]

Around the same time, the Commission for Higher Education announced that university research was to be carried out according to social needs and not according to the interests of individual researchers. To this effect, university administrators were asked to provide the Commission with information concerning the research activities of faculty members.[16] Centralized control over research activities in Turkey is not limited to faculty members. Earlier in the year, new legislation was passed making it necessary for foreigners to acquire formal permission from the ministry of foreign affairs in order to conduct research in Turkey. This legislation applies to all disciplines and covers all areas.[17]

It is possible to expand the account of purges and other repressive measures taken to subordinate academic life to full state control. The few examples presented above should, however, give some idea of the suffocating atmosphere created by the changes in higher education.

Apart from the blatant violations of basic human rights and liberties, the application of the new university law has produced an immense disarray in Turkish higher education. While causing a significant reduction in the number of teaching staff, the new legislation has increased the number of universities from 19 to 27. The central appointment of professors to meet the needs of new universities has proven to be extremely difficult given the ingenious methods invented by university administrators to protect their friends. The rise of massive discontent has forced the central authorities to make the rules more flexible, and finally almost inoperational.

In the face of increasingly pressing problems caused by expulsions and resignations, some attempts were made to "import" professors. In the spring of 1983, two professors from the Middle East Technical University of Ankara went to England to interview interested British academics. To render the positions attractive to foreigners, it was announced that foreign professors would receive salaries three times higher than those of Turks holding equivalent positions, in addition to being provided with all housing expenses.[18] This was of course a solution only available to universities where courses are given in English. Even at these universities no significant recruitment of foreign academics has taken place.

Throughout these developments, central authorities have not appeared to feel responsible for the chaos into which they have driven the universities. They have bombarded the administrators with constantly changing regulations concerning course contents, class sizes and examination procedures. They have not hesitated dismissing academics in the middle of a term without any instructions for follow-up courses or to graduate students under their supervision. In these situations, department heads have been asked to cooperate in the execution of the orders by assuring the continuity of education in their departments. At Bosphorus University, this task was assigned to members of the economics department as a whole when its head was expelled in the middle of the spring term last year.

During the three years of military rule in Turkey, academic freedom has been destroyed, individual rights and liberties violated, and tremendous chaos created within the higher education system. As indicated in the beginning of this article, the process by which the present civilian government came to power was not entirely a democratic one. Under these circumstances, it is very unlikely that in the near future significant changes could take place through legislation to undo the harm done to higher education. The possibility of those who have had to leave their academic positions during the military regime returning to the universities is even more remote.

Nevertheless, the civilian government can be expected to be more sensitive to foreign public opinion than was the military junta that ruled the country in an atmosphere of xenophobia. In this regard, any concern for the state of Turkish universities expressed by the international academic community would be significant. Canadian university professors could therefore play a very useful role simply by making known their concern over the problems faced by their Turkish colleagues, including those who have had to leave their university positions during the last two years.

It is also important to note that during the next few years, until the necessary legislative and administrative changes are made to restore academic freedom, meaningful research especially in the social sciences is likely to be carried on outside the university. In Istanbul and in Ankara, former professors have already made attempts to establish independent research centres. Their position, however, is precarious both politically and financially. Their activities will be watched closely by government authorities who are now well equipped with a new constitution enabling them to interfere in all areas of social life. Their financial situation will also be difficult since they cannot hope to have access to government funding. They will have to rely, therefore, on private sector contracts and, to a larger extent, on support from foreign organizations. The cooperation of the international academic community is therefore especially crucial for these independent research centres to make them less vulnerable to political attacks.

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1. "Turkey's Rejection of 12 Political Parties Raises Doubts About Plan for Democracy", *Wall Street Journal*, August 25, 1983.
2. "Turkey's Outgoing Administration Restricts Ozal's Freedom of Action", *Financial Times*, November 24, 1983.
3. "Turkish New Labor Law Condemned", *Arab News*, May 12, 1983. "Turkey's Pressmen Fight the Final Squeeze", *Guardian*, July 15, 1983.
4. *Bilim ve Sanat*, February 1984.
5. *Yanki*, November 22 - 28, 1982, pp. 32-34.
6. *Cumhuriyet*, November 17, 1982.
7. *Cumhuriyet*, November 22, 1982.
8. *Somut*, March 25, 1983.
9. One of the first professors dismissed by martial law authorities was Tahsin Yilmaz from the Faculty of Literature of Ege University. In this case, martial law authorities announced that they had responded to the request of the university rector. *Cumhuriyet*, January 12, 1983.
10. *Cumhuriyet*, January 14, 1983.
11. "Turkey Curbs Dissent at Universities", *Wall Street Journal*, March 12, 1983.
12. *Cumhuriyet*, December 4, 1982.
13. *Milliyet*, January 30, 1983.
14. *Hürriyet*, January 8, 1983.
15. *Cumhuriyet*, April 4, 1983.
16. *Cumhuriyet*, April 5, 1983.
17. *Cumhuriyet*, February 13, 1983.
18. *Cumhuriyet*, March 16, 1983.

Après la prise du pouvoir par le gouvernement militaire de la Turquie en 1980, ce dernier a adopté trois nouvelles lois pour établir un contrôle serré de l'Etat dans trois grands domaines: activités des syndicats ouvriers, presse et enseignement supérieur. Le caractère de l'enseignment supérieur en Turquie en a été changé. La nouvelle loi, qui visait à enlever les pouvoirs de décision des élus des professeurs pour les passer à des administrateurs nommés, a établi un organisme central dominé par des membres nommés par le gouvernement, la Commission de l'enseignement supérieur, et chargé de coordonner les activités de toutes les universités.

Depuis l'entrée en vigueur de la loi sur les universités, il est devenu manifeste que son but était vraiment de mettre fin à l'autonomie universitaire et de réprimer toutes les vues dissidentes. Il est clair aussi que les universités sont tout à fait incapables de protéger leur liberté d'enseignement et leur intégrité intellectuelle. Du fait de la loi, 794 universitaires ont quitté leur poste. Parmi ces derniers, 259 ont été renvoyés par les administrateurs nommés ou directement par les autorités militaires. Dans la suite, 535 professeurs ont démissionné en signe de protestation.

Research funding and peer review

Malice's Wonderland

by D. H. Osmond

"The players all played at once, without waiting for turns, quarrelling all the while and fighting for the hedgehogs; and in a very short time the Queen was in a furious passion and went stamping about, and shouting "off with his head!", or "off with her head!" about once a minute.

Alice began to feel very uneasy: to be sure she had not as yet had any dispute with the Queen, but she knew that it might happen any minute, "and then" thought she, "what would become of me? They're dreadfully fond of beheading people here: the great wonder is, that there's anyone left alive!".

What's it all about? Or, off with their heads!

Off with their heads! The decapitation principle of research funding is alive, well, and hard at work among medical scientists in Canada. It has been making a bloody mess of things for as long as I can remember and will go on doing so until we rise in revolt and scrap the guillotines.

Doomsday heralds itself in the autumn, as hundreds of bleary-eyed researchers grunt and sweat their grant applications to Canada's funding agencies. Many have shortened or foregone summer vacations, sacrificed 1-3 months of productive research, and burned out themselves, as well as their families, secretaries and photocopying machines. Courier services have frantically delivered the resulting multimillion dollar avalanche of paper to beat the witching hour deadline that chimes researchers into pumpkinhood.

A lull now settles uneasily upon researchland. Then the colossal granting apparatus bestirs itself again and grinds its gears from "write" to "review." Not internal review, which precedes the big send-off, but external review by the granting agencies. In a twinkle, an army of scientists transforms itself Jekyll-Hyde fashion from meek overwrought writers to grim reapers slashing at the helpless paper victims before them. "Off with their heads!"

Not a hint of this appears on the surface, of course. It's all done respectably, officially, scientifically. Even the symbolism is right — the reviewers work in divine trinities — usually two external and one internal to the agency. As appropriate for divinities, they wield absolute power — especially the internal reviewer, who, like the Ayatollah, is more equal than the others. Such trinities make or break the fortunes of fine scientists — even those greater than themselves. They can put dedicated technicians out of work and scare the living daylights out of grant-supported fellows and graduate students.

External appearances notwithstanding, the trinities are more often cruel than wise or gracious. Edification is not their game: it is easier to tear down than to build up. Skill testing words, like "Nonsense!" or "Not enough numbers!" or "Significance unclear!" roll off their ball points with destructive ease. Such insults can be safely delivered anonymously, without necessarily even reading those long applications. Or if read, they can be read for flies in the ointment, without giving the ointment its due.

"The Queen had only one way of settling all difficulties, great or small!" "Off with his head!" she said without even looking around.

This vicious process is quaintly called "peer view" — evaluation of researchers by their equals. Its vile origins are murky — few seem to know. But it's well ensconced, and the Medical Research Council (MRC) is its major sculptor and guardian. Other agencies have generally followed suit, copying all things from format of application forms to methods of reporting the outcome. Hence, I deal primarily with the MRC. It is the flagship of peer review as we know it.*

Which brings me to April 1st — April Fools Day. On, or about that date, the MRC reports back to its 1500 applicants. Tersely, and with doomsday finality, 1000 scientists learn of their financial decapitation.

Whammo! The head rolls off! Your quivering body can apply again next year, but this year's blood will taint and haunt the application. Or, you can cast about to other agencies in a desperate effort to regenerate. Additional precious weeks are lost in more frantic paperwork, consuming time desperately needed to make headway. Meanwhile, in the corridors of medical school buildings, whispering clusters of anxious technicians gather to count bodies and deliberate job prospects.

But all is not gloom in the land. Out there in Malice Land are 500 Cheshire grins on April Fools. They belong to researchers who didn't get chopped this time around. But the grins flicker uncertainly, then gradually fade away altogether. The heads that frame them know that the Queen's head-lust is insatiable. Their turn must come, and nervous jokes are uttered about Russian Roulette. All energies bend to the careful grooming of the research — like show dogs — for next Doomsday. The long shadow of the guillotine haunts every grant-supported laboratory in Canada.

Strangely enough, we have learned to live with MRC decapitations, much as battered natives in backward countries tolerate goon squads and summary executions. The MRC system has become Witch Doctor before whom we are cowering natives. We believe there is no alternative. When his magic kills, it is the will of the gods — and our own fault. Such enslavement is the ingredient for backwardness in native villages or Canadian medical schools. To snap out of it demands critical analysis and courage to act decisively.

And we must do both quickly. For the quality of medical research depends on proper distribution, as well as availability of dollars. Availability is under Ottawa's control, while distribution is primarily under ours as scientists. And peer review is the mechanism we operate ourselves. If we do it badly, every grant-supported scientist reaps the grim harvest sooner or later.

Why has the decapitation principle prevailed so long amongst us? Because it has inextricably linked itself to the principle of peer review. The two have become intertwined, such that rejection of one wrongly implies rejection of the other. Since most reputable scientists favour the principle of peer review, they also feel trapped by the present system. But as I shall demonstrate, we can retain the baby of peer review, yet rid ourselves of the dirty bath water that has become so objectionable.

Principle and practice of peer review

"Let the jury consider their verdict" the King said for about the twentieth time that day.
"No, no!" said the Queen. "Sentence first — verdict afterwards."
"Stuff & nonsense!" said Alice. "The idea of having the sentence first!"
"Hold your tongue!" said the Queen turning purple.
"I won't!" said Alice.
"Off with her head!" the Queen shouted at the top of her voice. Nobody moved.
"Who cares for you?" said Alice (she had grown to her full size by this time). "You're nothing but a pack of cards!"

I'm for peer review. Evaluation by one's equals is both essential and unavoidable wherever reputable science is done. Every researcher applying for grants has been evaluated since kindergarten, through doctoral and post-

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doctoral studies. Supervising professors, colleagues, scientific societies, students, and editorial boards have scrutinized, poked, and probed every strength and weakness of his personality and scientific endeavour. Every scientist applying for his first grant has already been reviewed for some 30 years, has jumped through umpteen flaming hoops, and has continued to do so with every manuscript submitted for publication in a reputable journal.

The critical question is whether peer review by the funding agency (with the MRC as a prime example) adds a dimension missing from all previous reviews. If so, it is necessary. If not, it is superfluous — at least at the level of intensity that now prevails. Over-review is as unproductive as under-review. It multiplies work and expense, setting one jury upon the next, level upon level, to the point where the final MRC jury passes judgement, not only on the researcher but also on the competence of all preceding juries. All this happens without any guarantee of superior competence. Too often the evidence, as judged by their written comments, points to astonishing misunderstandings, if not incompetence, by MRC reviewers.

Indeed, the yearly trinity of MRC reviewers is not necessarily more expert, wise, innovative, far sighted, nor fairer than the trinities of journal editorial boards. For MRC critics to rule, in effect, that work of the calibre published in good peer-reviewed journals is unworthy of future funding is to set themselves above other experts — on their own say-so and without any come-back or accountability. No scientist can legitimately exercise so much influence; yet this is done all the time. A good applicant may have published 3 - 10 good papers in reputable journals during the past year and have much exciting work in progress but still be decapitated by colleagues working for the MRC.

I can scarcely find words to describe such a questionable, dastardly, and potentially libelous process. The issue before us is not peer review. The issue is one particular system of peer review applied to that tiny promissory segment of a scientist's profile called "the proposal," with a heavy-handed impact that can cripple his morale and career. This system must go, and a better system of peer review must take its place before incalculable damage is done to medical research. We cannot excuse the status quo by pleading human frailty. Rather, we must have a system in which human frailties and their evil consequences are checked more closely. The system has sunk as low as it should go. We must now strive for superior application of the noble principle of peer review.

Basic incongruities in the MRC system

A competition that isn't

There was no "one, two, three, and away!" But they began running when they liked, and left off when they liked, so that it was not easy to know when the race was over. However, when they had been running half an hour or so, and were quite dry again, the dodo suddenly called out "the race is over!" and they all crowded round it panting, and asking, "but who has won?"

Various MRC officers have made it abundantly clear over the years that the MRC conducts *competitions* for funds. In competitions there must rightly be winners who get funds and losers who don't.

What's missed however is that in any valid contest there must also be appropriate conditions — e.g. starting line, distance, goal and time. The winner is the one who covers the distance to the goal in the shortest time.

But medical research cannot be reduced to such terms. The runners are at different starting points on different tracks going in different directions. The goals are not easily located. For instance, the ultimate goal may be "prevention and/or cure for hypertension" in one case and "prevention and/or cure for the common cold" in another. Yet, realistically, there are unnumbered intervening goals, such as defining a receptor protein or culturing an agent. No one knows how close one is to the ultimate goal, how long it will take, or along what specific tracks one should run.

Even if in current perspective, researcher A's work appears to be more promising than researcher B's, the order could be reversed later on in the light of new knowledge. This has often happened in the past and will no doubt continue. Nor can differences in technological sophistication between A's and B's research necessarily be determinative, since they may merely reflect the state of the art in their respective fields. The building and improvement of "iron lungs" wrongly seemed more important at one point than developing polio vaccines. Good work, or bad, may be done with wall-to-wall electronics, or a simple test tube.

For such reasons the word "competition" has less meaning than is commonly supposed. It smacks of the quest for excellence, but may militate against it. Those who conduct "competitions" must be more humble and realistic about the validity of what they do. In most cases they are in fact deciding that one shade of blue is competitively superior to another shade of blue, which is, of course, nonsense.

An elimination that isn't

"I wish you wouldn't keep appearing and vanishing so suddenly," said Alice, "you make one quite giddy!"
"All right," said the cat; and this time it vanished quite slowly, beginning with the end of the tail, and ending with the grin, which remained some time after the rest of it had gone.

"Well! I've often seen a cat without a grin" thought Alice; "But a grin without a cat! It's the most curious thing I ever saw in my life!"

Unsuccessful applicants are supposed to be evolutionary rejects: they are the unfit who surrender to the fittest, leaving nothing behind but the grin.

But who can prove that our system is evolving rather than chasing its tail? Could survival be more closely related to slick grantsmanship than to scientific creativity?

Moreover, what does elimination mean? If, like evanescent Cheshire Cats the "unfit" scientists simply disappeared, leaving their space behind them for other cats, there might be some sense to it. But scientists do not disappear so conveniently. The majority are established, well-respected members of medical school departments who remain on the job after MRC decapitation. Life is merely harder for them. They have to spend a greater proportion of their time hustling for funds, or they stop doing research, wasting their investment, and diminishing their teaching function in that school. It is well established that freshness and authority in teaching, especially at senior levels, are enhanced when the teacher is an active researcher.

Thus, elimination does not necessarily release positions, salaries, or even laboratory space for the use of ostensibly superior scientists. Only research funds are released — too often to fatten the already over-stuffed coffers of recognized "grant-getters" who strain hard to spend it all!

It is not uncommon to observe a good scientist's promising work suffer from lack of funds, while next door a comparable scientist works overtime at year's end to try and dispose of his surplus.

Close rivals make bad judges

The table was a large one, but the three were all crowded together at one corner of it.
"No room! No room!" they cried out when they saw Alice coming!
"There's plenty of room!" said Alice indignantly, and she sat down in a large arm chair at one end of the table.
"Have some wine," the march hare said in an encouraging tone.
Alice looked all around the table, but there was nothing on it but tea. "I don't see any wine," she remarked.
"There isn't any," said the march hare.
"Then it wasn't very civil of you to offer it," said Alice angrily.
"It wasn't very civil of you to sit down without being invited," said the march hare.
"I didn't know it was your table," said Alice. "It's laid for a great many more than three."
"Your hair needs cutting," replied the hatter.

In any valid contest the judges are on the sidelines — not in the race itself. As Alice doubtless recognized, it's not easy to find a seat or refreshment when others at the table have themselves primarily in mind.

Let's face it, MRC reviewers and panel members who are expert enough to review a grant proposal are that knowledgeable because they are intimately involved in similar work. They do not relish being scooped by a rival. Or, they may strongly resist a rival's hypothesis that challenges their own.

Moreover, fair minded as they may be, they are powerfully tempted to borrow ideas and secure advantage to themselves. Of course Canadian researchers, unlike most other mortals, would *never* succumb to such temptation! But still, it would seem prudent not to give them the chance!

Peer review should not be used as a license to kill. Rivals should not be allowed to operate directly upon each other's budgets, but one or two steps removed. They may evaluate the science but not arbitrarily govern careers.

Proposals are not persons

"By-the-bye, what became of the baby?" said the cat.
"I'd nearly forgotten to ask."
"It turned into a pig," Alice answered very quietly, just as if the cat had come back in a natural way.
"I thought it would," said the cat.

A proposal is a promissory note by a well-intentioned scientist. It may convert into a great discovery, or turn into a pig. The first experiments could prove the proposal unfeasible or unworthy. In this case, the entire machinery will have to be allocated to deliver a pig.

On the other hand, a scientist is a person with the training and qualities to salvage bad proposals and continually develop better ones. No one is more interested than the scientist himself in doing better science. He should not be judged and eliminated on the basis of a faulty proposal — be that fault real or perceived — any more than a ten-

Une bonne partie des recherches médicales du Canada se font par le truchement d'universitaires qui doivent demander des fonds de fonctionnement chaque année ou tous les deux ou trois ans. Ils adressent leur demande de subvention à un organisme ou plus entre plusieurs dont le Conseil de recherches médicales (CRM) est probablement le plus important. Le Conseil concourt le plus aussi à façonner le système de subventionnement dans son ensemble. Pour ces raisons, la présente critique se concentre sur le CRM à titre représentatif et sur sa procédure d'examen par les confrères ici appelée "système MRC".

Une demande de subvention propose essentiellement un programme de recherches pour la prochaine année ou les deux ou trois prochaines années. C'est une reconnaissance de dette scientifique à laquelle il est donné trop de poids comme principal facteur du succès ou de l'échec. Le système actuel d'examen des subventions fonctionne d'après le "principe de la décapitation", ce qui signifie que même les scientifiques productifs et bien établis peuvent être sommairement écartés ou peu aidés si leur projet est défectueux ou est réputé l'être.

Le fonctionnement du système CRM comporte dix-sept défauts, dont coût énorme de la présentation et de l'examen des demandes, fardeau excessif imposé aux chercheurs, érosion de la qualité de leur vie et dissuasion du recrutement, surtout de chercheurs médicaux. La demande de subventions est un art qu'on exploite et il se propose de façon malhonnête des travaux déjà réalisés afin de rendre la demande plus convaincante. Le moral est miné, surtout chez les techniciens subventionnés. Il n'existe pas une différenciation adéquate entre bonnes, meilleures et excellentes demandes. Une connaissance locale intime du postulant est en grande partie exclue, ce qui limite l'appréciation de sa demande à l'effet qu'elle fait. Le maintien de la qualité et de la continuité de l'examen des demandes pose des problèmes. La communication répétée de projets détaillés encourage le plagiat. Surtout, le harcèlement professionnel imposé par la décapitation, sans défense ni appel, est probablement illégal et à coup sûr immoral et pourrait bientôt se contester devant les tribunaux.

Il faudrait instituer un nouveau système de financement qui mette davantage l'accent sur les réalisations antérieures du scientifique. Les scientifiques ne poussent pas ni ne se détériorent du soir au matin. S'ils ont fait leurs preuves, ils vont tout probablement continuer de bien faire malgré d'occasionnels échecs. Ils ne devraient pas avoir à s'épuiser inutilement pour acquérir le droit de continuer leur carrière professionnelle quand ils sont manifestement des chercheurs passionnés et féconds.

Les projets ni le simple nombre des communications ne devraient pas non plus constituer les principaux critères du rendement. Il faudrait plutôt confectionner et maintenir un "indice de productivité" comme base du financement. L'indice tiendrait compte des éléments suivants: formation, caractéristiques et difficultés particulières des recherches, nombre, qualité et portée particulière des publications, témoignages de mérite, compétences spéciales reconnues et estime des confrères.

L'idéal serait que les ministères et les organismes de financement puissent agir de concert. D'autre part, l'octroi à la pourvoirie de chasse et de pêche contrôle comme actuellement, mais fonctionner un peu plus à l'instar du Conseil de recherches en sciences naturelles et en génie du Canada.

nis champion should be discredited for losing one serve or game.

Everything tangible and objective in the scientist's grant application has to do with the person — education, training, character references, publications. The MRC review process takes these into account, but only as back-up for the proposal, which it treats as the prime exhibit. This is topsy turvy. A good scientist should not be decapitated for a bad proposal. If the track record is good, with every sign of continuing performance, funding should continue. The proposal is but a mere sign post to where the person is going. Only such a reduced emphasis will eliminate the paper burden, cost, and travail of grant applications. So long as the proposal counts for almost everything, it will continue to be long, burdensome, and expensive.

What actually happens under the MRC system?

Alice tried a little to fancy to herself what such an extraordinary way of living would be like, but it puzzled her too much: so she went on:
"But why did they live at the bottom of a well?"
"Take some more tea," the march hare said to Alice, very earnestly.
"I've had nothing yet," Alice replied in an offended tone: "So I can't take more."
"You mean you can't take less," said the hatter, "It's very easy to take more than nothing."

The unsympathetic reader may quibble that no human system is perfect, and that imperfect systems, like untuned cars, may still get us handily to our desired destination. May we hope to achieve more than we have? Or should we be grateful to have as much?

Unfortunately, the most important question cannot be answered; namely, what the MRC system has done for the quality of medical research in Canada. We cannot divine what would have happened under some other system. Nor can we rule out improvement by a new system. However, we do know what the day-to-day operation of the MRC system produces, much as we can know the tragic daily tolls of war without full comprehension of its ultimate cause or effect. I'm afraid the indicators are not favourable to the MRC.

High costs of preparing and processing grant applications

Direct administrative costs of the MRC were roughly $1.6 million/year in 1980/81. To this must be added the cost of the grant applications themselves — all rough estimates: professional salary, one month at $3,000; secretarial and technical help, at $2,000; overhead institutional costs of research grant administration, $2,000. Hidden costs include paper, photocopying, time lost to productive research while preparing application, and mailing charges — modestly, $1,000. Multiplying this conservative estimate of $8,000 by 1500 applications yields a staggering total of 12 million dollars worth of paper burden reaching the MRC in Ottawa every year. Adding the $1.6 million in MRC costs, yields a total of $13.6 million. The true total is probably much higher — perhaps twice as high if the true costs of grant review could be accounted for.

A lot of extra research could be funded for $13.6 million were the entire system to evaporate! It's not clear that $13.6 millions' worth of quality is gained because indications are that the bulk of unworthy applications could easily be sifted out by a much simpler process.

Work-load up — quality of life down

A month's labour per year per grant does not begin to define the professional burden of grant getting. The entire year is dominated by thoughts of preparation, and of the tragic consequences of refusal. Our graduate students observe our constant preoccupation with money and are turned off. From being scientists who enjoy doing their science, we gradually evolve into money-grubbing operators.

Our science becomes ugly. Our life is measured by the size of grant and by the interval between applications. Relationships, even the honesty of our scientific discussions, are coloured by the knowledge that everyone is a potential reviewer of our next application. We must do quick experiments, write them up fast, and publish, publish, publish. Yet the time available for reflective writing is punishingly reduced by the time given over to grant-getting. Innovative, time-consuming work must be done on the side with unbudgeted dollars to diminish the risk of rejection by an over-cautious grants committee when the work eventually surfaces. This has become standard practice.

The "rat race" of grant getting may paradoxically contribute to lack of productivity. Not every good scientist is psychologically equipped to live under the guillotine. Many become cynical, burn out quicker, or escape into clinical, administrative, or other avenues.

The "rat race" creates an aura of "big science", whereas in real life the average grant obtainable most of the time is only sufficient for a modest operation. After all the fuss and bother, the average lab usually emerges with one or two technicians and a modest operating budget — rather obvious predictable needs! Like the long-suffering citizens of troubled present day Poland, we scramble constantly for the bare essentials of our professional lives.

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M.D.s are put off research

Canada needs to have a certain proportion of M.D. researchers, and there are those who rightly try to attract and hold such people. Against them are "market forces" that offer greater incomes and other inducements outside the research laboratory.

From a considerable number of such M.D.'s, I've heard that what attracts or holds them more than anything else in academic research is a degree of freedom to reflect and work independently in a conducive atmosphere. (In other words, true scholars hanker for a scholarly environment.) But under the MRC system such environments are quickly vanishing and with them the M.D. researchers they would have harboured.

Thus, the MRC is working at cross-purposes to itself. It spends a lot of money at the intake end trying to attract M.D. researchers. At the output end of their training, it effectively ejects them before the investment has paid dividends. Not only are "full time" academic research positions very rare: they are also too insecure and harassing. Few M.D.s are prepared to face the constant threat of financial and professional decapitation at a reduced salary, in a ratty environment that offers decreasing intellectual inducements.

Grantsmanship is not the same as scholarship

"Reeling and writhing, of course, to begin with," the mock turtle replied, "And then the different branches of arithmetic — ambition, distraction, uglification and derision."
"And how many hours a day did you do lessons?" said Alice.
"Ten hours the first day," said the mock turtle: "Nine the next, and so on."
"What a curious plan!" exclaimed Alice.
"That's the reason they're called lessons," the gryphon remarked; "Because they lessen from day to day."

Grantsmanship has become one of the games people play. There are good grant-getters who are uncreative researchers and poor grant getters who enjoy greater respect — as long as they last, of course! Their eventual loss to research constitutes an invisible, internal brain drain.

Grantsmanship can become a substitute for scholarship and a bridge to academic tenure and promotion — "tenure by dollars." It is possible to "advance-by-grants," not just by one's own but also by those of a senior, productive colleague. It is also possible to advance by expensive instruments that every one else wants to use in their research. The resulting tidal wave of data washes the principal researcher onto the coveted shores of tenure-land.

Faddism is also a common ingredient of *grantsmanship*. Find out who the big boys are, and what they like to hear most, and then let them hear it from you!

Grant applications are IOUs

As previously stated, grant applications are little more than elaborate IOUs. Their main value is the integrity of the scientist writing them, who could just as easily have charted his research without onerous applications. There is no compelling need to spell out one's plans every year like kindergarten pupils spelling their alphabet. If the scientist doesn't know what to do next, only additional experiments or peer advice will illumine him — not the MRC guillotine.

If MRC reviewers were geared to *improvement* of research proposals by generous input of fresh insights, it would be one thing. Scientists would be helped to do better science, and medical research would be enriched. There would be constructive dividends from the huge investment in peer review. But, at present, the system works destructively. The eliminated ones can write in to discover the stated reasons for the elimination, but these are more likely to be negative comments than constructive ones and would, in any case, not arrive in time to benefit the applicant.

Proposals are often history

Because of the obsessive emphasis on what's on paper, it has become almost universal practice for researchers to "propose" what they have already done. The finesse demanded in applications can often only be achieved after the experiments have been completed. This is fundamentally dishonest. It is also extremely wasteful, because so much time and money is spent on evaluating the *prospective value* of work that has already been carried out!

Creation of anomalies

The present system creates extreme anomalies. For instance, a creative, proven researcher may on the basis of a poor review be abruptly cut, or terminated. Technically, this constitutes a penalty for poor performance. Yet, the

individual may have produced and published impressively during the past year. He may be onto exciting new discoveries, but all this is disregarded or not discovered in the first place. The faulted application cancels out all performance in real life. This ought not to be. An excellent person has not abruptly ceased to be excellent simply because the review says so. It makes no sense at all.

One of the most striking anomalies in my experience is the case of a person who won a MRC Scholarship from one MRC Committee, but was denied operating funds by another! These contradictory decisions held firm against all pleas!

Morale is undermined

The present system undermines the morale of researchers, especially of research technicians. Very simply, the best, most ambitious technicians, with or, without heavy mortgages in high-cost cities like Toronto, Calgary and Vancouver will not entrust their futures to the whims of anonymous reviewers who can demolish their employer any year, even if he is among the best scientists in the land. Thus, the present system, willy nilly, erodes the quality of the research enterprise it is set up to safeguard. For the MRC to take the position that it does not employ technicians, only funds researchers (i.e. proposals), is incredibly short-sighted, considering that two thirds of grant monies go to pay technicians who do most of the bench work. Their quality determines the excellence of what comes out of our laboratories.

Least effectiveness where most needed

A well-placed MRC officer admitted to me recently that the MRC system readily weeds out the very bad applications, but is questionably effective in discriminating among the good, better and best.

A practical question is whether the MRC System's primary objective is merely to cull the bad from the good or to rank the good. If it is to cull the bad, all indications are that the system is unnecessarily sophisticated. If it is to rank the good, the system is not sophisticated enough, despite the huge investment in it.

Several MRC panelists have suggested to me that the vast majority of unfundable applications have easily recognizable characteristics. These often occur as a syndrome: sloppy presentation, poor literature review, inadequately-trained investigator, questionable environment, unrealistic or unspecified goals, poor publication record, poor experimental design and/or technique, etc. It would seem that a multidisciplinary in-house panel could easily pick out such applications. Borderline ones could be sent out for external review. This would greatly expedite the review process. The presence of an appeal mechanism would serve as an additional safety net against injustice.

With the truly bad applications out of the way, more careful attention could be paid to ranking the good ones. The MRC system needs to be much more effective where it is most needed, and if this cannot be achieved, then an alternate procedure should be sought along the lines suggested below.

All evaluation is by remote control

The present system of review excludes all local knowledge of the applicant. Even if a department is represented on a MRC grants panel when an application from that department is under review, the representative has to absent himself. This may seem fair in one respect, yet is foolish in all others. For a grant proposal cannot tell all, anymore than a snapshot can. Local knowledge about a person's integrity, creativity, technical expertise, dedication, discipline, and other special attributes are profoundly important and must not be disregarded. Local advocacy should be included in an assessment, if only now and again, at certain critical stages, e.g. after tenure review. I know of scientists who won tenure and promotion on the basis of a stiff international review that established their credentials beyond any reasonable doubt. A few months later these same professors got rejection slips from the MRC, which implied incompetence. Is there any objective reason for believing that the MRC's assessment was more valid than the other? Not likely!

No defence

Our legal system, as well as common everyday decency, precludes judgment of an individual without defence. Yet MRC holy trinities perform character and professional assassinations by the hundred every year without defence. Who of us hasn't ground his teeth in anger and frustration when we've read the cruel flimsy reviews upon which our applications were shipwrecked? If we could only have been there to rebut! But no, the gods have decreed otherwise, and the secret beheadings go on.

Shortage of panelists and reviewers

Canada is not well endowed with multiple experts in all areas of expertise. Such scarcity automatically confers too much influence on the few, magnifying the effects of their blind spots and biases.

They become, in effect, a board of censors with absolute control over what science shall be done and by whom. Such censorship would not be lightly tolerated by scientists in other areas of their lives (e.g. books and films), but they meekly endure the MRC system.

Compromised quality of review

"Please your majesty", said the knave, "I didn't write it, and they can't prove that I did: there's no name signed at the end." "If you didn't sign it," said the King, "that only makes the matter worse. You must have meant some mischief, or else you'd have signed your name like an honest man."

The limited number of available experts causes three other main problems. First, the real experts are so burdened that they have to take shortcuts in order to cope. This problem is compounded by having only one annual competition which deposits a mountain of paperwork onto the desks of extremely busy, hard-driving people, smack in the middle of the academic year. To clear the mountain in just a few days is almost impossible to do reflectively and constructively. One has to speed-read for flaws and loop-holes, real or perceived, in order to have something to comment upon. This accounts for the triviality and imbalance so often discerned in reviews.

The second problem is: once MRC panels run out of real experts, they have to reach into other echelons. This generates many complaints from applicants who have been unfairly evaluated by those whose influence exceeds their expertise.

The third problem is political. It's well known that women are under-represented in certain scientific fields, and that the pool of male or female experts in some regions of Canada is smaller than in others. The political imperative of representation by women and regions may cut into the quality of review.

No review of the quality of review

Year after year I've read my MRC reviewer's reports with mounting despair. These people can write anything and get away with it! One even wrote emphatically that I should stop working with human plasma because it is too complex. How can one discover something in plasma (as I've done) without working with it? My grant was decimated that year. My discoveries have been amply confirmed and affirmed by others, world-wide, but my MRC reviewers have not yet caught on.

Peer review should cut both ways. I should be able to show up my reviewers when they utter abominable nonsense. We should have a system for disqualifying reviewers.

No continuity of review

A proposal turned down one year for the wrong reasons registers unfavourably for the applicant. There can be nothing in one's favour if one was refused an award last competition — and there could be some stigma to it. But suppose the applicant's viewpoint has since been vindicated. The appropriate thing would be for this year's panel to recognize that last year's panel had misjudged the case, and that some allowance should now be made. But no, this year's panel may have changed, the external reviewers may be different, and the error may be unfairly repeated.

In this way, whatever memory there is in the system tends to work against grantees rather than for them.

No appeal system

There is no appeal system. Criticisms are made, applications are turned down, the applicant and those connected with him are subjected to extreme anxiety and hardship, all as a result of a secret process carried on without defence or appeal. All this happens throughout their careers to highly selected academics who have proved their worth

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repeatedly. I suspect it is just a question of time before the legality of this medieval procedure is challenged. Sexual harassment in the workplace, about which so much has been heard recently, can scarcely be more damaging than unjust career harassment of men and women by unscrupulous reviewers working for inflexible, insensitive, bureaucratic masters.

The problem of plagiarism

A system that compels applicants to spell out their detailed research plans every 1 - 3 years invites plagiarism by both scrupulous and unscrupulous colleagues. Unwittingly or wittingly, the reader of an application can absorb its ideas; and the temptation to exploit these becomes inevitable or irresistible. So pervasive is this problem, that horror stories abound. It could happen any year or every year. Things get worse if a proposal is not funded; and someone else, possibly one of the people instrumental in turning down the proposal, is free to use those cherished thoughts while their originator is not. Plagiarism robs the system, as well as individuals, because plagiarists get a free ride and damage morale.

Think big, stay small

"Who are you?" said the caterpillar. This was not an encouraging opening for a conversation. Alice replied rather shyly, "I — I hardly know, sir, just at present — at least I know who I was when I got up this morning, but I think I must have been changed several times since then."
"What do you mean by that?" said the caterpillar, sternly. "Explain yourself;"
"I can't explain myself, I'm afraid, sir," said Alice, "Because I'm not myself, you see".
"I don't see," said the caterpillar.

The MRC System has additional undesirable side effects. Its insecurities generate inner compulsions to apply for bigger bucks each year. Big bucks mean greater strength to protect from the guillotine. Dollars act as a security blanket, of which we crave more and more in a threatening system.

One inevitable consequence of such cravings is the spawning of big-time operators. The system cultivates scientist-operators with the talent to capture money out of all proportion to their scientific achievements past, present, or future. Their glittering financial bandwagon rolls on triumphantly while the rest of us marvel like peasants of old at a king's procession.

Such operators have also wielded influence to change our medical schools to suit their favour. Some schools now determine "base budgets" for their departments at least partly in terms of "peer-reviewed dollars" pulled in by their staff members. More grant dollars thus signify "better departments" deserving of bigger university operating budgets. This, in turn, enhances the department's capabilities in several areas, e.g. number of faculty members, secretaries, office equipment, etc.

In other words, "peer-review dollars" are now driving the system in its administrative and teaching functions, in some cases overshadowing other valid indices of a department's capabilities and responsibilities for research and teaching. For instance, a department may embody professors who by all criteria are superb teacher-researchers carrying heavy teaching loads imposed on them by local imperatives. Their "peer-review" grants however may be modest, though proportional to the research for which they have time. In this case the department is not seen objectively for what it is, but as a "weak" department worthy of disdain, with more severe budget cuts than "strong" departments, which may do little or no teaching. Thus, a "weak" department is weakened even more, while the "strong" department is reinforced in its abrogation of teaching responsibilities. Intellectual assessment has given way to dollar assessment. Might becomes right, which is unworthy of the true university ethos.

This situation prevails because so many of us have become king-worshippers rather than thinkers. We haven't twigged to the fact that there can only be so many chiefs for so many Indians, or that the latter may be more productive.

Another aspect of bigness is that for every hundred, maybe thousand, aspirants, only a handful can actually become chiefs. All may hope, but the majority must remain Indians in a chief's world. We must think "chief," but remain "Indian," and as such, feel we have fallen short of some hypothetical ideal. But, in fact, the departments that hired us, set us up to work as small independent units. Tenure was awarded on the basis of independent performance. Thus, we observe a curious paradox. On the one hand there is a wild competitive scramble for funds that will transform us from Indians to chiefs. On the other hand, our departmental circumstances, space limitations, over-zealous reviewers, and the Federal Treasury Board effectively keep us pruned to a modest size, creating a relative constancy on the research landscape.

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After all the dust settles each April Fools Day, nothing much really changes. Most of the grants are in the $20,000-50,000 range, representing 1 - 2 technicians' salaries plus modest operating expenses. The distribution of grants has altered somewhat, as in a game of musical chairs, without any real guarantee that current holders are superior to the dispossessed. And so the crazy game goes on from year to year.

Note that the typical sized grant represents the basic needs of most researchers, most of the time. It is as silly that they should have to fight tooth and nail each year to secure these requirements as for a surgeon to have to compete for his instruments before every operation! So long as their productivity is good, researchers should get the basic resources needed for their jobs. Only beyond such basics should the competition make extra demands.

A third aspect of thinking big and being small has to do with research groups. There prevails an enticing argument that well organized groups have a better crack at the Nobel Prize than "one-man operations". One might call this "Nobel Prize Engineering," and its resemblance to real science is purely coincidental. The rule is that money should go where the potential is for big-time achievement, and by implication, away from all those professors who make the mistake of functioning independently — as they were set up to function by their departmental chairmen!

Well, after a decade or two of big-time groups, not one Nobel Prize has accrued to them. Some groups struggle on with shiny budgets and tarnished images. Moreover, the history of medicine and of Nobel Prizes suggests an uncharted road to great achievements. Inspired individuals, rather than scientific chain gangs have accomplished most of the great things.

And, of course, individuals often voluntarily group themselves in collaborative efforts, so they get the best of both worlds. Yes, the future lies with big thoughts rather than with big groups controlled by big bosses who so often stifle big thoughts.

Where to go from here

"Cheshire-Puss," she began, rather timidly, "Would you tell me, please, which way I ought to go from here?"
"That depends a good deal on where you want to get to," said the cat.

The goal

Where we want to get to, of course, is quality of medical research that is equal, or superior to what we now have, under a system of funding that is more humane and much less expensive, burdensome and distracting. In other words, we want more productivity with less overhead.

The detailed road map to this goal is not easy to draw by a grantee who has no administrative experience within a granting agency. Even with such experience, the best plan devised would likely require a period of evolution before reaching maturity.

Undoubtedly, this happened with the present system and would apply to any future system designed to replace it. So the possibility of some ambiguity and trial and error must neither surprise nor deter us.

Broad underlying principles

The broad principles I work with are first, that change from the present system is urgently needed. There is universal acknowledgement that the burden of writing and/or reading grant proposals (usually the same people do both) has become punishingly excessive. At this rate (and considering that most researchers additionally review a lot of journal manuscripts) we are in danger of totally preoccupying our most productive people with administrative, fund-raising, and review activities. Real researchers are being degraded into paper pushers.

Second, the destructively competitive aspects of the present MRC system are not necessary for excellence to prevail. The decapitation policy of funding is bankrupt in principle and practice. Essentially all scientists of any worth are already highly motivated by the inner drives of scientific curiosity, humanitarianism, joy of discovery, ambition, and the desire for recognition by one's peers. We need no other monkeys on our backs or guillotine blades upon our necks. The sensory overload they produce is counterproductive. A new funding system may be governed by tangible evidence that these drives are operative without continually threatening our professional extinction.

Third, peer review can be fully expressed in systems that differ from the present one. Modification or elimination of the present system is not the same as elimination of peer review. There is absolutely no excuse for any die-hard to oppose innovation simply because they love peer review so much. I also favour peer review, but want to see it applied sensibly.

Fourth, scientists must take precedence over proposals. A good scientist will deliver good science overall, though his proposals would likely be a mixture of good and bad, just like a tennis champion's games. To continually sink scientists for flaws in their proposals (real or perceived) is ridiculous beyond words. The scientists themselves, or their scientific peers who see their work at meetings or on journal editorial boards, are better able to keep scientists on-track than MRC reviewers.

Fifth, a scientist's track record (not his proposals) is the surest indicator of future prospects. The track record of new scientists applying for funds for the first time resides mainly in their background, letters of recommendation and early publications. Their research proposal(s) could be somewhat fuller in the first year or two to develop their organizing abilities and compensate for their short bibliographies. In the case of more established scientists the emphasis may shift to the quantity, quality, and special

significance of publications, invitations to high level symposia, and other indicators.

Sixth, Canada's research workers are selected by their institutions and not by the MRC. They have teaching, clinical, and administrative duties that hold them in place, such that MRC "eliminations" are relatively uninfluential upon the system as a whole. The fundamental principle of MRC competitions that the fittest survive while the unfit disappear does not regulate the system and should not be operated as though it did, and at cross purposes with university hirings. MRC winners rotate in a financial game of musical chairs based more on chance than sense. MRC losers neither disappear, nor improve, because even more of their time is sapped by efforts to secure funds from other sources. The new system must not be based on false premises regarding "natural selection," and focus instead on maximizing the performance of real people, as they are and where they are, with the limited resources available!

Seventh, the virtue upheld by some proponents of the present system that shrinking financial pies should be sliced into fewer, larger pieces for the fittest must also be questioned. The performances of 'giants' who have hogged larger pieces of pie have often been neither durable nor excellent. Their moral and scientific right to deprive other excellent researchers of money is questionable. And the trade-off against the lost achievements of all who have been deprived is incalculable.

What grant applications mainly try to achieve

The benefits of competing for research funds by application may be summarized as follows:

- Researchers are encouraged to complete and document their work.
- Careful planning is fostered.
- The work is subjected to scientific criticism.
- The budget can be trimmed to suit the work.

These are the main underlying reasons for the MRC system as it exists, and they should, and could be readily preserved in an alternate system.

Alternative models

The departmental model

This is a much maligned model typed as a sure passport to nepotism, waste, and dismal mediocrity! And yet, this system has fostered Nobel-winning science in Britain, Australia and several other countries. In contrast, our touted MRC system has not performed to Nobel expectations. It is a paper tiger, in more senses than one.

Consider also the fact that our university departments are already entrusted with staff recruitment, tenure and promotion, office and laboratory allocation and provision of ancillary services (secretarial, glass washing, etc.) while animal and surgical facilities, stores, technical shops, computer facilities, etc., are provided by the Universities. All this represents a major proportion of total research costs, and it is eminently pertinent to ask why the remaining, i.e. direct, operating costs of research should not also be controlled by the departments, preferably with a degree of accountability to another body (e.g. MRC) which could also provide for some additional directionality in the Canadian research effort.

All the objections to the departmental model, especially nepotism, can also be applied to the MRC model. A departmental chairman accountable to his dean, or a senior departmental advisory committee, is no more likely to be misinformed or biased than a MRC grants panel. They are likely to judge individual financial needs with fuller information at their disposal than does the MRC. They are better placed to shelter temporarily a promising young scientist whose list of publications has not yet matured, or a scientist of any age who experiences unexpected difficulties and needs a helping hand for a short time.

I envisage a working partnership between departments and funding agencies. A new departmental appointee would be sponsored by the department for a 2 - 3 year start-up grant, which really should be quite automatic, along prearranged lines. It makes no sense to appoint someone on the one hand, and on the other hand deny him the tools for the job. Such support should not be difficult in times of relatively stable departments with few new appointments.

Within 2 - 3 years, the new appointee has had the chance to demonstrate his productivity, and thus the level at which funding should continue. The funding agencies could play a creative role if they retool themselves from a paper shovelling bureaucracy to a more scientific advisory capacity. For instance, well respected retired and non-retired scientists in each region, or across regions, could be engaged at modest fees to conduct fairly regular site visits. These could be informal, and in some depth, focusing on labs, rather than the Dean's conference room.

They should be non-threatening constructive experiences, especially for young scientists, who would welcome criticisms and suggestions. The site visit would enable the agency to fine-tune its perception of the scientist's "productivity index," the status of the department and, accordingly, the level of financial support required. For the life of me, I can't see what's wrong with being told by a respected site-visitor. "Look, you're using the wrong methods," or "I've just visited 10 other scientists of your vintage who are publishing a lot more on a smaller budget — could you please explain your difficulties?"

Without elaborating further, the important principle is that the cost and effort of agency review would be invested to motivate scientists, improve their research, and regulate their budgets more closely to the real need. Such review would be far more rewarding to the reviewers than the guillotine variety. There would be fruitful co-operation instead of vacuum between the researcher's two joint bosses namely the department which pays his salary, and the agency which provides his direct operating costs.

The NSERC model

Murray Long

I have in my hands a successful application for an individual operating grant for 3 years, roughly $42,000/45,000/47,000, addressed to the National Sciences & Engineering Research Council of Canada (NSERC). Its total length including budget and progress report is 4 typed pages of 8 1/2" x 11" paper! There is a short additional Personal Data Form 600.

The NSERC is a "sister" federal agency to the MRC. If NSERC can function in this simplified way, it behooves the MRC to explore why it should not do likewise. In a rational system there must be an explanation as to what extra benefits accrue from the extra demands imposed, or seem to be imposed, by the MRC.

I guess the essential difference between agencies is that NSERC places more emphasis on the applicant's track record, less on the proposal, which can be very brief. Also, NSERC's philosophy is more consistent with its practice, i.e. a little less for as many people as possible. It places less premium on chiefs and decapitations. NSERC Scholars are automatically given a $10,000 start-up grant.

Modified NSERC model

I believe the NSERC model could be simplified even further, if the MRC were to abandon the decapitation principle.

Basically, researchers would remain innocent until proven guilty. Acknowledging the necessary differences in treatment between new and established scientists, the process would basically involve an annual submission of a list of publications, together with supporting data. For instance, the significance of each paper could be outlined in the applicant's own words in a short paragraph, including such information as whether it represents a breakthrough or merely confirmatory evidence; a new method, or just an improvement. Citation index could be used, as well as special evidences of peer recognition such as invitations to lectures or symposia. All criteria and indicators together could be suitably weighted into a "productivity index".

In most cases, the entire application could be dealt with in minutes by a well-chosen panel, in-house, without external review. The latter is *automatically incorporated in the publications*. For instance, if there are 4 papers listed, at least 8 external reviewers are represented. As stated, there is no sense in having 2 additional MRC external reviewers pronounce on the judgements of the previous 8, which is what implicitly happens if the 2 decide that the publications are inadequate, or the applicant is unworthy of future funding. The panel could quickly pre-sort applications into good, bad, and doubtful, and only applications in the last category might need additional external review. I would guess that only a small proportion of applications would need this.

In the borderline group (with or without external review) areas of concern could be signalled to the applicant by the panel for response. For instance, why was there only one paper published last year? Or, had he considered replacing his method with a better one? This implies a system attuned to build rather than to destroy, delivering scientific value into the system instead of just decapitations. (It also implies the existence of a review system). It must be emphasized that this revised system will not in any way encourage complacency. All that grant applications are meant to achieve is provided for here. It is a merit system in every way. If productivity slips, so will the budget, unless an adequate explanation is forthcoming. Applicants can disqualify themselves by under-producing — in which case they will themselves have activated the guillotine — not a rival. Generally however, the demise will be more gradual. The budget may drop in a given year and if there is no upturn, may disappear next year or the next. Yes, attrition will occur, but under less questionable, anomalous circumstances than at present. In effect, the applicants will do their own

disqualifying by failure to produce adequately.

Old MRC model plus improvements

Failing all else, five obvious improvements could be made to the present system.

Greater emphasis on productivity than on proposal
The external (and internal review) would not be so determinative, if the "productivity index" is high. In such cases, the reviews would not translate so easily into "grant" vs. "no grant," but would be used as warning signals to the applicant. He would have until next application to demonstrate that he was dealing satisfactorily with the issues raised.

Signed reviews
I am well aware of the touchiness of this issue, but four factors are often forgotten or underestimated. First, scientists do not wear masks to hide their identity when they criticize each others' work verbally, in public, at scientific meetings. There is no greater need to hide one's identity when one's critique is in writing, and in private.

Second, a signed critique is bound to be more scientifically responsible, which is surely needed when so much is at stake. Third, there is compensation for the vulnerability of self-revelation. What I lose (if anything) by signing my name, I gain back when my critics sign theirs. Fourth, the issue of signing is usually treated as a matter of personal preference, when in reality, it is not. It is a matter of what a reviewer wishes to do *with someone else's future* under the protection of anonymity. This is not an individual matter like smoking, in which lung cancer remains one's own private risk. This is a matter of giving someone else lung cancer!

Taking all factors into consideration, one could seriously argue that the innocent have nothing to fear when they sign reviews. Those who are adamantly opposed, whatever their stated reasons, may really be trying to hide carelessness or wrong-doing, and should be disqualified. Scientific reputation is not the sole requirement for good reviewership. The reviewer also has to be fair, and if he is, there is no need for anonymity.

Appeal system
All reviewers' comments, most certainly critical ones, would be transmitted to the applicant, preferably before the MRC panel meets, providing opportunity for rebuttal. The brief rebuttal would be available to the committee when it meets.

Ideally, if the productivity index remains high, the appeal should not make the difference between funding, and lack of it, but only influence the magnitude of budget cuts proposed on the basis of the criticisms.

Fairer reporting
Scientists are grown-up people who deserve more than the terse bureaucratic refusal notes they get, after investing so much in their application.

If a personal letter of explanation is impractical, a system of check boxes could be designed that would provide some explanation. Especially helpful would be indications that an application was approved but not funded. This would at least assure the scientist that he is scientifically sound — but only that there were insufficient funds. Also, most of us could stomach being told that we're already well enough funded by other agencies, and that the funds we qualified for under the MRC were used instead to "rescue" someone who had no other funds. In this case, we would at least be able to judge whether to take the trouble to apply again next year. The National Institutes of Health in the U.S. have a more detailed reporting method than the MRC, so it can be made to work.

Individual sections of the application might receive a number grade, so that the applicant knows where his weaknesses are and can improve his application next time. For instance, the progress report might be very good (8/10) but the description of methods might be inadequate (5/10). Or, the productivity index was low relative to other applicants. Injustice is less likely to be perceived if one finds out in what specific areas one's performance falls significantly below the funded group.

No wasteful year-end grant money disposal
I suspect this dubious practice came about before the impressive growth of grant administering bureaucracies in the universities. It was probably considered imprudent to have remnants of grants dispersed hither and yon under the control of individuals, after the grant year ended.

But now the expenditure of money is under tight third party scrutiny, and the comic pattern of frantic year-end spending is quite out of place. This is especially incongruous when next year's grant is small and a carry-over from last year would be most helpful.

Conclusion

"If you knew time as well as I do," said the hatter, "You wouldn't talk about wasting it. It's him."

A month's cooling period has elapsed since the preceding sections were written. Valued feedback has come in. The main concern is not to permit vigorous statement of the issues to deflect attention from their validity. Have I exaggerated?

The answer comes from the Mad Hatter. It's a matter of wasted quantity and quality of life, the enormity of which can scarcely be overstated. The productively hectic life degenerates into the wastefully frantic, which can only lead to early psychological exhaustion.

As happened to hundreds of others, my August and September were consumed by that special frenzy that accompanies grant application. Six of us in the department fought like cornered rats against extinction-by-deadline as a prelude to possible decapitation by review. All of us are mature scholars with active programmes and important discoveries to our credit. Yet none of us has a private secretary to ease the load. We share two typists with some 14 other academics who are also trying to get on with the normal work of researching, and teaching some 2,000 students in a busy Fall term. Many of us will face an October grant deadline as soon as this one is over.

Quickly our two long-suffering typists are swamped; the overflow spills over into the labs, and then into the offices of hired typists. September is a total wipe-out of late nights, ruined weekends and strained relationships. The mechanics of getting it all typed, corrected, photocopied, collated, signed by several officers, and away on time, have blanked out all creativity. Ten minutes' worth of creative thought has spun out into an entrapping tangle of adrenaline-soaked make-work. More overload will come, as Winter follows Fall, when the shuffled applications return to us for review. All this will consume about one year in every four or five of our working lives.

Meanwhile the real work piles up. It will extend the mayhem into the post-deadline weeks. There is a chapter to complete, several papers to write, and articles to review. I fend off irritated editors calling for their overdue manuscripts, and in a spare moment wonder what it would be like to think, read or do some actual research again. I also wonder how I can possibly be trustworthy enough to review so many manuscripts and grant applications without qualifying for assured funds to carry on myself! Or, why in the next 20 years, regardless of performance, I shall still be wasting my time like this without relief in sight.

And that's not all. Things are going to get worse if we let them. Like most make-work activities, grant-getting is proliferative. It is a bureaucratic growth industry within the university, with impressive offices, highly paid staff to check the forms we fill out for them, and more secretaries per capita than researchers could ever hope for. Within departments, financial administrators increase in number and influence. Workshops are held in which there is growing advocacy of *Internal Review* of applications to increase their chances of success. All kinds of carrots and sticks will be used to encourage compliance by reluctant academics. But one thing is more certain than all else about such review. The writing will have to start weeks earlier, in order to finish weeks earlier, so that the month before the deadline may be consumed by internal review, as a prelude to the weeks of *External Review!* Weeks earlier takes us back to June and July, of course, threatening to rob us of summer vacations and research opportunities.

Soon we shall have not just workshops on grantsmanship, but schools as well, churning out skillful writers. The first prize graduate would get a MRC panelship with license to decapitate. Second prize would permit the winner to do one month of research per year. Third prize would allow two months of research. The rest would be decapitated!

"In a minute or two the caterpillar took the hookah out of its mouth, and yawned once or twice, and shook itself. Then it got down off the mushroom and crawled away into the grass merely remarking as it went, "one side will make you grow taller, and the other side will make you grow shorter."

Let the reader decide whether decapitations make Canada's medical researchers taller, or shorter.

*This is a critique of the system, not of the secretariat's personnel, and especially not of the new President who obviously cannot be held responsible. I suspect some personnel would share many of my views.

Fatal if swallowed

Did you know one third of the people in the world cannot read this simple warning?

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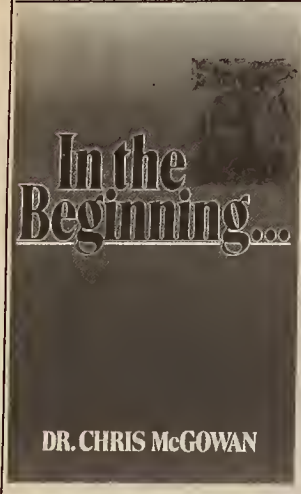

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Science on Trial: The Case for Evolution, Douglas J. Futuyma, Pantheon, U.S.A.
The Creation Controversy: Science or Scripture in the Schools, Dorothy Nelkin, Norton, U.S.A.
Scientists Confront Creationism, Laurie R. Godfrey, Norton, U.S.A.

Branch plant fundamentalism

by Donald C. Savage

On March 29, *the Globe and Mail* reported that a number of school boards in Western Canada were requiring that the fundamentalist interpretation of the first chapter of Genesis be taught as science along with scientific views on evolution. How had this happened?

Like many things in Canada, it is an import from the United States. The fundamentalist attack on the biological sciences in that country is long standing and has been remarkably successful. The core of this movement is in the fundamentalist Protestant churches of the southern and southwestern United States. These churches have long opposed Darwinism, particularly the teaching of any form of evolution in the schools. They believe that evolutionary science would dissolve the certainties of their form of Christianity and have fought it tooth and nail as a consequence. They are probably right in their analysis and thus will never be convinced by argument.

Many Canadians know of the Scopes Trial in Tennessee in the 1920s, at least through Spencer Tracey in "Inherit the Wind" if not through the life of Clarence Darrow. Most forget that the state of Tennessee won that particular case — rightly so because the teaching of evolution was illegal in the schools of Tennessee. Most, nevertheless, think that Darrow won a moral victory. Certainly it was an important case for the defenders of a modern science curriculum in the schools and has entered into their political mythology. But in many ways it was a Pyrrhic victory since it also galvanized the fundamentalists into action.

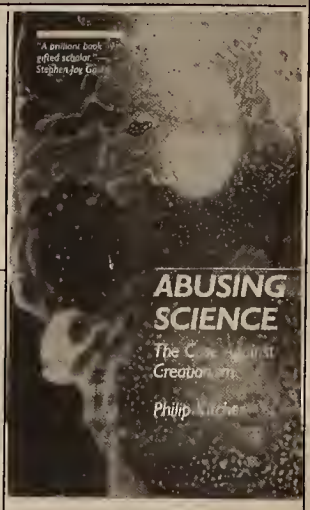
After the Scopes trial, the fundamentalists mounted a sustained and successful attack to prevent evolution from being taught in the schools. This was done by bringing political pressure on state and local school boards to buy only the biology texts which did not discuss evolution. It only required control of textbook buying in a few states to cause the complete collapse of the textbook companies. Profits have always been much more important than intellectual integrity in that particular industry. As a result, biology was a cross between memorizing long lists of names and categories of plants and animals and religious orthodoxy. A reviewer in the "New York Review of Books" noted that as late as 1956 his children were taught in North Carolina that "God made the flowers out of sunshine". Thus university based biology parted ways with much of what was taught in American schools. Indeed I can remember driving through Tennessee during the last U.S. election and hearing on the radio that one of the sins of the incumbent Democratic Senator was that he supported evolution. This type of fundamentalism combined easily with extreme right-wing populism to form an endemic, although fluctuating, component of the political scene.

Lest we be smug Prof. McGowan reports that his teenage daughters have, so far as he can determine, never been exposed to the teaching of evolution in their Canadian schools. This may perhaps become the Canadian way. No fuss, no bother and no teaching of evolution. Just silence.

The political contradiction in all this was exposed during the furor over Sputnik. Right-wing commentators saw the American failure to compete with the Russians in space as, in part, a failure of the primary and secondary school systems. The solution in their eyes was to require much more science and mathematics in the curriculum. School systems took up this challenge with some zest. University departments joined in to create new and dynamic science curricula to facilitate this development. Some of these were in biology. It was argued that without such an emphasis on science, communism would triumph because of its heavier investments in scientific education.

But this attempt to defeat godless communism through investment in modern science ran smack into the beliefs of those who regarded modern science as itself godless and part of the communist conspiracy. For a short brief moment in the fifties and early sixties the fundamentalists were somewhat disoriented by this situation.

However, they have counter-attacked just as vigorously as they did after the Scopes Trial. They now call themselves scientific creationists. They have built an Institute for Creation Research in California which pours out a flood of propaganda for this particular fundamentalist cause. By controlling the purchase of scientific books in Texas and some other states, they have been able to dictate that the new university-created biology curricula should either be watered down or preferably removed and their religious views declared to be science.



They have insisted that the literal truth of the Bible should be taught as science in science classes, not as religion in religion classes. This, of course, not only includes the first chapters of Genesis but also Joshua 10: 12:14 where Joshua "commanded the sun to stand still". This latter would require some fundamental changes in astronomy. Similar changes would be required in both astronomy and geology to accommodate the scientific view that the universe is only 10,000 years old.

The new wave of fundamentalist agitation has been inspired in its propaganda techniques. It says that all it wants is equal time and fair treatment for its views. What it neglects to say is that it is part of a tradition which sought to ban the teaching of evolution in American schools. It succeeded in persuading a number of American states to adopt such a ban, and these continued into the 1960s in Arkansas, Mississippi and Tennessee. Only the intervention of the Supreme Court of the United States put an end to this particular legislative route. As a consequence it is not constitutionally possible to ban the teaching of evolution in the United States.

We should be aware, of course, that this issue has not been tested in the courts in Canada, and there is no reason why the fundamentalists should not revert to their original position and try to apply it in this country, particularly since Canada has much less clear barriers to the establishment of religion than the United States.

Equal time in the United States is clearly a second best alternative for the fundamentalists. What they want in this context is the legislature (or the school board if it has the power) to mandate by law that the fundamentalist version of Scriptures be taught as science. When they talk of equal time, they do not mean, of course, that liberal theological views of creation or indeed Catholic views should be taught alongside their own in the science classes.

It is hard to understand how one particular creation myth and one interpretation thereof could be mandated by law to be taught as science and not all the creation myths of the world's religions. After all, one of the school boards noted above is in British Columbia which has an important Asian community. If they are equally Canadian citizens with the

Dr. Savage is the Executive Secretary of the CAUT.

Social Sciences and Humanities Research Council of Canada
Conseil de recherches en sciences humaines du Canada

Salute to Excellence

Gaudēamus!

Of this project I can only repeat what I have already said elsewhere, in relation to earlier volumes: that it is a marvellous book of organization, erudition and presentation. The scholarship is perfect; the editorial apparatus economic but entirely sufficient; the translation easy, colloquial, fresh, like Erasmus' own Latin. This is a splendid enterprise: I cannot commend it enough.

Excerpt from the lead review, Times Literary Supplement, February 10, 1984, by Hugh Trevor Roper.

The Social Sciences and Humanities Research Council of Canada joins Professor Roper in this salute to the Erasmus project of the University of Toronto Press. As a sponsor since 1976, the Council is proud to have been associated with *The Collected Works of Erasmus.*

Canada

Ties That Bind — Canada and the Third World. Robert Clarke and Richard Swift, eds. Toronto: Between the Lines, 1982, 240 pp.

Demythologizes Canada's role in third world

by Linda Freeman

Much of the commentary on Canadian foreign relations, particularly with the countries of the Third World, remains imbued with the myths of Pearsonian internationalism, updated, from time to time, by Prime Minister Trudeau's initiatives on North-South relations. Central to this view is the conviction that the Canadian government has a unique role to play as a "benevolent middle power" acting "to build bridges" between the great powers and the countries of the Third World. Although this approach was downplayed as long ago as 1970 in the government's own White Paper on foreign policy, such stale clichés still dominate most conventional discourse on Canadian foreign relations.

By contrast, *Ties That Bind — Canada and the Third World* takes a refreshingly critical look in five essays at the forces which mould our consciousness and frame our policies in the regions of Asia, Africa and Latin America. Central to this study is an analysis of the mechanisms by which the advanced industrial world, including Canada, has maintained control over Third World development through transnational corporations, multilateral institutions, programmes of "development assistance", and militarisin; these are the "ties that bind". The main theme is that Canada plays an integral part in a world system that produces inequality by design rather than by accident and that the momentum of this system makes the meeting of basic human needs in the Third World virtually impossible.

The theoretical perspective adopted by the authors is primarily that of dependency theory — that first world development and third world underdevelopment are two sides of the same coin, that structures are in place to perpetuate a system of underdevelopment which are sustained by the conscious decisions of those who wield power in both Western and Third World economies. As a result, the essays have many of the strengths and weaknesses associated with this general approach.

Underlying most of this study is an implicit assumption that changing popular consciousness in Canada is central to any positive change in Canadian foreign policy. Therefore, the opening essay by Richard Swift is devoted to an examination of how our own media and print journalism has conditioned us to react to the plight of the Third World with feelings of charity or of hopelessness, obfuscating the major role which the North plays in perpetuating Third World underdevelopment. He argues that we are fed partial or oversimplified truths conditioned by Western cultural assumptions which not only lead us to blame the victims but also to oppose those Third World peoples, like the Nicaraguans, who take steps to liberate themselves from oppressive rulers. Above all, Swift asserts, our journalists are unable to address themselves to the root causes of Third World underdevelopment, as they are wedded to considerations of what is or is not newsworthy.

Therefore, this collection of essays is intended to fill the gap in awareness and to debunk the conventional mythology about Canada's role in the Third World. In a study of the debate surrounding the Brandt Commission report on North South development, Brian Tomlinson questions both the nature of the proposed reforms and the Canadian stance towards them. He argues that, in an era of global economic crisis, the theme of mutuality of interests which underlies the Brandt Report is politically out of touch, particularly given the past resistance in the North to a more equal sharing of power and wealth. Moreover, he believes that the beneficiaries of the reforms proposed by the Commission would likely be the rich rather than the poor in Third World countries. Without major political changes in both the North and the South, he doubts whether such proposals would do more than strengthen a false sense of momentum and involvement.

Tomlinson also suggests that Canada's role in the debate over the Brandt Commission has been deceptive. While Canadian representatives have publicly urged other Western countries to meet the most pressing needs of the Third World, he shows the way in which Canada was part of the Northern counter-offensive against this objective during the 1970s. Most telling is his quote from the Governor of the Bank of Canada, Gerald Bouey, who stated quite flatly that "It is only realistic to recognize that it will be difficult to make much progress in these respects (North South trade, aid and financial issues) in the present state of the world economy."

The succeeding chapters offer a discussion of the impact of transnational corporations on both Canada and the Third World, of the central role of foreign aid in Canada's relations with many Third World countries and of the scourge which militarism represents in both North and South. In the first of these, D'Arcy Martin outlines the way in which transnational corporations take for granted structures of international inequality, using their knowledge of production techniques, transfer pricing and advertising to maximize their profits, growth and control and to minimize their social accountability to host governments. Martin shows how illusory a host government's control of transnationals can be even with majority equity holdings and therefore the importance of exploring options for holding transnational corporations more socially accountable.

In his critique of Canadian foreign aid, Robert Carty argues that Canada should supply smaller amounts of better quality aid to countries where the majority will benefit rather than to continue to support "indifferent and elitist regimes with larger amounts of aid, under the illusory hope that some crumbs will trickle down to the poor". In addition, he strongly opposes the way in which Canada uses its programmes of development assistance as a tool of export promotion. By contrast, in the debate over its estimates presented to parliament in March 1984, CIDA is proposing that much of its budget increases should be channelled into a fund which directly links Canadian aid to the promotion of Canadian exports.

The contradiction between what most of these authors propose and the realities of Canadian policies with the Third World points out the essential difficulties with their approach. They have used the gaps between the rhetoric of Canadian officials and the reality of Canadian actions to promote popular awareness which they hope will underpin meaningful change.

At the same time, because their emphasis is so strongly focused on the international dimensions of North-South relations, they fail to bring into focus the structures of production and power and the political and economic forces in Canada which keep policies moving in a diametrically different direction than the ones they propose. To escape the charge of idealism, that all that is necessary for change is the right idea, the carefully considered option, the authors need to bring their analysis home to look more carefully at the international factors which shape the Canadian state before they can offer practical political options for the present. Otherwise, the analysis degenerates at times into what each author would like to see in the best of all possible worlds.

The authors are also open to a standard criticism of dependency theory — that they are prone to make grand generalizations about the Third World and to overlook the specificity of significantly different groups within that category (especially the newly industrializing countries and the least developed countries). The situation of a country exporting unprocessed raw materials is different in kind from one serving as an export platform for manufactured goods. The quality of their dependence is not the same, nor are the strategies which they might adopt to overcome their problems. Much of the analysis in this book fails to clarify these distinctions or to look adequately at internal factors in Third World countries which contribute to their problems.

Within these limitations, the essays in *Ties That Bind* provide a very well researched, coherent exposition of the central thesis. As a contribution to demythologizing Canada's role in the Third World, the authors have given us a useful addition to studies on Canadian foreign policy and on the problems of international development.

Prof. Freeman is with the Department of Political Science at Carleton University.

Fundamentalism — p. 38

fundamentalist Protestants, surely equal justice requires that their creation myths be taught as science on equal time with those of the fundamentalists. There will soon not be much room for Darwin.

It is true that in the United States Judge William Overton struck down the Arkansas law which required the teaching of the literal truth of the Bible as science. It is also noteworthy that on the same day the legislature of Mississippi voted 48-4 to establish its own version of that law.

The books under review deal with this story. Philip Kitcher is a philosopher who examines the nature of the creationist arguments and demonstrates their intellectual dishonesty. Futuyma gives a clear explanation of the history and development of ideas concerning inheritance and natural selection. Christopher McGowan is a professor of zoology at the University of Toronto and a curator at the Royal Ontario Museum and deals clearly with the fossil record.

Those untouched by the controversy sometimes imagine that the fundamentalist argument is put forward in crude and simple-minded sermons. Nothing could be further from the truth. They are not harmless, simple-minded cranks as Prof. McGowan notes. They have attempted to appropriate the language of modern science and to talk learnedly of the second law of thermodynamics and the like. There is a certain mad plausibility about the arguments if you accept their premises which is very reminiscent of the-vast tomes penned in the nineteenth century on the mystic significance of the measurements of the pyramids or the significance of the weight or sections of the brain in the justification of racial superiority.

There is also a PR flair about the choice of "equal time" as a strategy. Yet it should not be forgotten that many creationists also hold a general attitude hostile to scientific research and liberal learning and that if they have their way on one front, they will almost certainly press on others as well. All these authors have done a real service to school teachers, scientists and citizens in their analyses of the creation controversy.

Perhaps, however, scientists can take a leaf out of the book of their enemies. Just as the creationists can force the state of Texas to require textbooks which downplay or ignore evolution, so could other states or Canadian provinces not bound politically to the fundamentalists require science textbooks which give prominence to current views on evolution. This has already begun to happen in New York. Maybe it should happen in Canada as well. After all, the fundamentalists have secured major political gains by playing on the greed and fear of textbook companies. Others can do the same.

VACANCIES . POSTES VACANTS

ADMINISTRATIVE POSITIONS

CANADIAN CENTRE FOR TOXICOLOGY. Associate Director, Research. Applications are invited for the position of Associate Director, Research in the Canadian Centre for Toxicology, recently established by the University of Guelph, the University of Toronto, the Government of Canada, the Government of Ontario and Industry. Within four to five years the Centre will have a core scientific professional staff of approximately 40, a technical staff of 80 and approximately 40 graduate students divided between the Universities of Guelph and Toronto. The Centre has established research programs in the areas of human epidemiology and risk assessment, aquatic and terrestrial systems toxicology, carcinogenesis and genetic toxicology, teratology, reproduction and behavioral toxicology, metabolism and pharmacokinetics, analytical chemistry and pathology. The Associate Director, Research, will be responsible to the Director; will be Chairman of the Research Advisory Committee and will coordinate the research programs of the Centre. He/she will be responsible for the hiring of staff, for approving research grants and contracts on behalf of the Director, in close liaison with the Associate Director, Education. An applicant must hold a Ph.D. degree or equivalent in an appropriate discipline and should have an outstanding record in toxicological research. He/she should also present clear evidence of academic leadership and administrative ability, preferably in a multidisciplinary setting. The incumbent must qualify for a faculty appointment in an appropriate academic department. The appointment will be for an initial period of five years, renewable. Full résumé and names of three references should be sent to Dr. Ian Munro, Director, Canadian Centre for Toxicology, University of Guelph, Guelph, Ontario, N1G 2W1. Applications, which will be treated in confidence, will be accepted until June 15, 1984. The appointment is subject to final budgetary approval and, in accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

CANADIAN CENTRE FOR TOXICOLOGY. Associate Director, Education. Applications are invited for the position of Associate Director, Education in the Canadian Centre for Toxicology, recently established by the University of Guelph, the University of Toronto, the Government of Canada, the Government of Ontario and Industry. Within four or five years, the Centre will have a core scientific professional staff of approximately 40, a technical staff of 80 and approximately 40 graduate students divided between the Universities of Guelph and Toronto. Joint interdisciplinary M.Sc. and Ph.D. programs in toxicology have been approved in principle by both universities. The Associate Director, Education will be responsible to the Deans of Graduate Studies in developing the graduate programs of the Centre. The Associate Director reports to the Director and will be Chairman of the Administrative/Advisory Committee of the joint graduate program in Toxicology of the Universities of Guelph and Toronto and will, therefore, coordinate all aspects of graduate education in toxicology; including admissions, curriculum, examinations, recruiting and funding in close liaison with the Associate Director, Research. He/she would be responsible for lecture/seminar programs, extension, continuing education and retraining programs in toxicology in both Universities. An applicant must hold a Ph.D. degree or equivalent in an appropriate discipline and should have a strong record in research and graduate education. An applicant should also present clear evidence of academic leadership and administrative ability, preferably in a multidisciplinary setting. The incumbent must qualify for a graduate faculty appointment in an appropriate academic department and also must qualify for appointment to the graduate faculties of both Universities. The appointment will be for an initial period of five years, renewable. Full résumé and names of three referees should be sent to Dr. Ian Munro, Director, Canadian Centre for Toxicology, University of Guelph, Guelph, Ontario, N1G 2W1. Applications will be accepted until June 15, 1984. The appointment is subject to final budgetary approval and, in accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

TECHNICAL UNIVERSITY OF NOVA SCOTIA. Faculty of Architecture. Applications or nominations are invited for the position of Head of the Department of Urban and Rural Planning. The department is seven years old and offers a professional Master's degree following successful completion of a co-operative (work-study) program of two years. There are presently 19 full and part-time students. Responsibilities of the appointment include: the administration, academic planning and development of the department; teaching graduate planning courses; research. A doctoral degree in Planning or a related discipline is desirable. Eligibility for membership in the Canadian Institute of Planners is essential. It is desirable that the appointment be made with effect from July 1, 1984 or as soon thereafter as possible. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Applications, enquiries, or nominations, including a detailed curriculum vitae and the names and addresses of three referees, should be addressed to Dr. Essy Baniassad, Dean, Faculty of Architecture, Technical University of Nova Scotia, P.O. Box 1000, Halifax, Nova Scotia, Canada, B3J 2X4.

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ACTUARIAT

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ADMINISTRATIVE STUDIES

ATHABASCA UNIVERSITY. Administrative Studies. Academic Positions (Tenure Track). The Department of Administrative Studies, Athabasca University, is recuriting academics to design and deliver home-study courses in the following subject areas: Marketing/Small Business; Organizational Behaviour; Management Science; Business/Personnel Policy; Industrial/Labour Relations, including such areas as collective bargaining, occupational health and safety, labour law and arbitration. Responsibilities: to work with a team of course designers to plan, develop and deliver undergraduate courses for home-study. To engage in related research. Qualification: Ph.D. DBA or LLB preferred. Will consider candidates with MBA plus related experience. Background in adult and/or professional education an asset. Salary: Positions will be filled at one of three levels commensurate with the candidates' qualifications and experience. Assistant Professor Equivalent — $31,140 minimum; Associate Professor — $39,204 minimum; Full Professor Equivalent — $49,428 minimum. Athabasca University is a distance-education institution offering undergraduate degrees in Administrative Studies, Arts and General Studies. The University will be relocating to its new facilities in the town of Athabasca, 85 miles north of Edmonton, in the autumn of 1984. Reply, with résumé and the names of three referees, to Co-ordinator of Recruitment, Athabasca University, 12352 - 149 Street, Edmonton Alberta, T5V 1G9. The competition will remain open until vacancies are filled. The earliest appointment will be April 1, 1984. Some subject areas will require budgetary approval.

THE UNIVERSITY OF WESTERN ONTARIO. Administrative Studies. Faculty of Social Science. Applications are invited for a limited-term faculty position in Organizational Behaviour in the Administrative Office Management Studies program. Starting date July 1, 1984. Rank, salary and length of appointment will depend on qualifications and experience. A Ph.D. (or near) and the ability to teach and do research are required. Teaching experience and additional academic or professional qualifications in Organizational Behaviour and/or Personnel Administration are highly desirable. Applications (with curriculum vitae and the names of three referees) should be sent as soon as possible to: Professor J.H. Stevenson, Chair, Department of Secretarial and Administrative Studies, Faculty of Social Science, Social Science Centre, The University of Western Ontario, London, Ontario, N6A 5C2. Applications will be accepted until the position is filled. Position is subject to budget approval. The University encourages both women and men to apply for this position. In accordance with Canadian Immigration requirements this advertisement is directed to Canadian citizens and permanent residents. An Equal Opportunity Employer.

ANIMAL SCIENCE

UNIVERSITY OF GUELPH. Animal and Poultry Science. The Department of Animal and Poultry Science, University of Guelph, seeks a faculty member at the assistant/associate rank for a tenure-track position in Molecular Genetics. The successful applicant will be expected to develop a strong research program in gene transfer and the expression of genes in developing avian and/or mammalian embryos. Major emphasis will include mediation of gene transfer by retrovial transduction, recombinant DNA techniques, gene cloning, splicing and transfer. The appointee will be expected to be an integral part of a university team approach to genetic engineering of farm animals. In addition to establishing a vigorous laboratory, the incumbent will also be expected to participate in the ongoing undergraduate and graduate teaching programs of the department. A Ph.D. degree with demonstrated expertise in molecular genetics or a related field is required. Applicants should submit curriculum vitae, bibliography, recent reprints, transcripts, the names and addresses of at least three references to: Dr. R.R. Hacker, Chairman, Department of Animal & Poultry Science, University of Guelph, Guelph, Ontario, Canada, N1G 2W1. Closing date for receipt of applications is May 31, 1984 or until the position is filled. Citizenship is not a factor for consideration. Position subject to final budgetary approval.

ANTHROPOLOGY

ST. THOMAS UNIVERSITY. Anthropology. One full-time one-year replacement position to commence 1 July 1984. Appointment at the lecturer/assistant professor level. Area of specialization open, but applicants should be socio-cultural anthropologists. Previous teaching experience an asset. Salary in accordance with collective agreement. Apply to Dr. Peter MacDonald, Chair, Department of Social Sciences, St. Thomas University, Fredericton, N.B. E3B 5G3. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

ARCHITECTURE

TECHNICAL UNIVERSITY OF NOVA SCOTIA. Architecture. The Faculty of Architecture, Technical University of Nova Scotia, invites applications for a full time tenure track position. The Faculty regards the university as an institution with broad social and educational duties where members are privileged and responsible with much freedom of action and initiative in the practice of their duties in teaching research and the general advancement of the university. The program of the [illegible] of four major areas: Design, Humanities, Technology and Professional Practice. In the present appointment the Faculty wishes to search for experience and interest in the area of Design. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. For particulars write to: Dr. Essy Baniassad, Dean, Faculty of Architecture, Technical University of Nova Scotia, P.O. Box 1000, Halifax, Nova Scotia, Canada, B3J 2X4.

ART HISTORY

NOVA SCOTIA COLLEGE OF ART AND DESIGN. Art History. Nova Scotia College of Art and Design is looking for a sabbatical replacement for the Fall term of 1984 to teach a one-semester course in 20th Century art. The successful candidate would also teach a one-term elective to be determined by the candidate's preference. The College has extensive teaching resources in 20th Century art and other selected areas amounting to 100,000 slides as well as the pre-eminent art library in the Maritimes. The successful applicant will be expected to have an M.A. in Art History with appropriate pre-doctoral studies and be a Canadian citizen or landed immigrant. Salary negotiable. Send applications to Professor H.D. Young, Chairperson, Art History Division, Nova Scotia College of Art and Design, 5163 Duke Street, Halifax, Nova Scotia, B3J 3J6.

ASTRONOMY

SAINT MARY'S UNIVERSITY. Department of Astronomy. The Department of Astronomy at Saint Mary's University invites applications for a full-time, tenure-track teaching position, at the assistant professor level, starting 1 September 1984. Normal teaching duties are two courses with laboratories per year at the graduate and/or undergraduate level. The successful applicant must be an active and committed researcher, and applications from all areas of research in astronomy will be considered. However, preference will be given to those whose interest will contribute to the present research programs at Saint Mary's: galactic structure, comets, the interstellar medium, stellar content of galaxies and digital imaging techniques. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Résumés and at least two letters of reference should be sent to: Dr. G.A. Welch, Chairperson, Department of Astronomy, Saint Mary's University, Halifax, Nova Scotia, B3H 3C3.

BIOLOGY

UNIVERSITY OF WINNIPEG. Department of Biology. Animal Physiology. Applications are invited for a tenure track position to teach Human Anatomy and Physiology and to participate in the teaching of Comparative Animal Physiology. Preference will be given to candidates with a background in Vertebrate Physiology. Applicants should have a Ph.D. and relevant teaching experience. The appointment will be made at the rank of Assistant Professor. The position is subject to budget approval. Applications, including a Curriculum Vitae and the names of three referees, should be sent to: Dr. R.A. Woods, Chairman, Department of Biology, University of Winnipeg, Winnipeg, Manitoba, R3B 2E9. Applications will be accepted until the position is filled. Starting date not later than September 1st, 1984. In accordance with Canadian Immigration requirements, this advertisement is directed at Canadian citizens and permanent residents.

CONCORDIA UNIVERSITY. Biology. Sabbatical replacements (two). One year-terms. Experience in teaching undergraduate courses in the area of 1) Cell Metabolism, Microbial Physiology, or 2) Comparative Vertebrate Anatomy, Human Biology. Salary commensurate with qualifications. Curriculum vitae and names of two referees to: Dr. P.J. Albert, Chairman, Dept. of Biological Sciences, Concordia University, 1455 de Maisonneuve Blvd. W., Montreal, Quebec, H3G 1M8. Application closing date: June 1, 1984. Starting September 1, 1984. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

BOTANY

UNIVERSITY OF TORONTO. ERINDALE CAMPUS. Botany. The Department of Botany, University of Toronto Invites applicants from Canadian citizens and permanent residents who wish to be sponsored for a NSERC University Research Fellowship to be held at the Erindale Campus. Applicants from all fields of plant science including the physiology, biochemistry, genetics, morphology, ecology or systematics of plants, fungi, or prokaryotes will be considered. Our facilities include space, and technical services to support research in any area of plant science. The position will be available in April, 1985 and would involve some teaching opportunities appropriate for the specialization of the appointee. NSERC University Research Fellowships are awarded for five years and carry a salary at the Assistant Professor level as well as support for research. Submit curriculum vitae with names of three referees and representative reprints by June 1, 1984 to: Dr. P.A. Horgen, Associate Chairman, Department of Botany, University of Toronto, Erindale Campus, Mississauga, Ontario, Canada, L5L 1C6.

BUSINESS ADMINISTRATION & COMMERCE

UNIVERSITY OF NEW BRUNSWICK, FREDERICTON. Business Administration. Faculty of Administration invites applications in: Accounting, Finance, Industrial Relations including Personnel Management, Management including Business & Society and Organizational Behavior, Marketing, Quantitative Methods including Information Systems, Public Administration overlapping with one or more of the above areas. Qualifications for tenure track positions is Ph.D. completion or near completion in appropriate disciplines. Rank is generally Assistant or Associate depending on qualifications and experience, but persons with a very strong record of demonstrated achievement will be considered for the rank of full professor. For term appointments at the rank of Lecturer, the qualification required is MBA with a good academic record. Persons with tenured positions elsewhere may apply for visiting appointment. Appointment effective July 1, 1984 or January 1, 1985 as convenient. Successful candidates will teach in BBA and MPA programs and carry out research in their disciplines. Salary is competitive at all ranks. Submit a curriculum vitae and names and addresses of three referees to Dr. K.P.K. Nair, Dean, Faculty of Administration, University of New Brunswick, Bag Service #45555, Fredericton, New Brunswick, Canada, E3B 6E5.

UNIVERSITY OF WINDSOR. Faculty of Business Administration. Full-time (tenure-track or limited term) and sessional positions available in the following fields: (i) Accounting, (ii) Administrative Studies (includes Personnel, IR, management etc.), (iii) Finance, (iv) Management Science, (v) Marketing, (vi) Business Strategy and International Business. Ph.D. (or ABD) required for tenure-track positions, MBA acceptable for limited-term appointments. Relevant business, teaching and research experience is desirable. Positions involve research and teaching in dynamic undergraduate and MBA programmes. Salary and rank depend on qualifications and are competitive. Send résumé to Dr. Eric N. West, Dean, Faculty of Business Administration, University of Windsor, Windsor, Ontario, N9B 3P4. Preference will be given to Canadian citizens and permanent residents.

LAURENTIAN UNIVERSITY. Commerce. 1. The University is seeking applications from men and women to fill the following positions in the School of Commerce and Administration, subject to budgetary approval: 1) Finance; 2) Marketing; as well as sabbatical replacements in 1) Organizational Behaviour; 2) Control; 3) Management. 2 Ph.D. or advanced dissertation stage. Bilingualism (French and English) would be an asset. 3. Teaching undergraduate and/or M.B.A. courses. 4. Salary dependent upon qualifications and experience. 5. Apply Professor K.E. Loucks, Director, School of Commerce and Administration, Laurentian University, Sudbury, Ontario, P3E 2C6. 6. Starts July 1, 1984. 7. Deadline: When positions filled. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

UNIVERSITE LAURENTIENNE. Commerce. 1. L'Université sollicite les candidatures de professeurs (hommes et femmes) pour remplir des postes à l'Ecole de commerce et d'administration, sous réserve d'autorisation budgétaire: 1) Finances; 2) Commercialisation; et pour remplacer des professeurs en congé sabbatique dans les secteurs suivants: 1) Comportement dans l'organisation; 2) Contrôle; 3) Gestion. 2. Ph.D. ou dissertation à un stade avancé. La connaissance du français et de l'anglais serait un atout. 3. Enseignement de cours du premier cycle ou de la maîtrise en administration des affaires. 4. Traitement en fonction des titres et de l'expérience. 5. Application à Professeur K.E. Loucks, Directeur, Ecole de commerce et d'administration, Université Laurentienne, Sudbury (Ontario), P3E 2C6. 6. Début 1er juillet 1984. 7. Date limite: Lorsque les postes auront été remplis. Conformément aux exigences relatives à l'immigration au Canada, cette annonce s'adresse aux citoyens canadiens et aux résidents permanents.

THE UNIVERSITY OF ALBERTA. Faculty of Business. Applications are invited for full-time tenure-track faculty positions from those with teaching and research interests in Accounting, Management Information Systems, Finance, Organization Behaviour, and Marketing. Ph.D. or equivalent required or candidate should be at the completion stage of degree. Salary and rank depend on

qualifications. Ranges are: Assistant Professor $29,720 to $41,820; Associate Professor $37,420 to $53,858; Professor from $48,010. In addition, market supplements to ensure competitive offers are negotiable. Appointments normally effective July 1. Positions subject to availability of funding. Send résumé to: Dr. R.E. Schneck, Acting Dean, Faculty of Business, The University of Alberta, Edmonton, Alberta, T6G 2G1, Canada. The University of Alberta is an equal opportunity employer.

UNIVERSITY OF WATERLOO. Business Administration. Accounting. Applications are invited for faculty positions from those with teaching and research interests in (i) managerial accounting (ii) financial accounting (iii) finance (iv) taxation. Ph.D. or equivalent. Salary will depend on qualifications. Appointments effective July 1, 1984 or by arrangement. Appointments available until positions filled. Send résumés to Dr. John R. Hanna, Professor of Accounting, 222 Hagey Hall, University of Waterloo, Waterloo, Ontario, N2L 3G1. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The availability of these positions is subject to budgetary approval. It is the intention of the University of Waterloo to fill its regular academic vacancies with recent Ph.D. graduates appointed as Assistant Professors.

CHEMISTRY

ACADIA UNIVERSITY. Chemistry Department. Applications are invited for a three-year term appointment in biochemistry with secondary interests in either inorganic, physical or analytical chemistry at the rank of Assistant Professor. Post-doctoral experience and ability to conduct an independent research programme required. Duties will include teaching intermediate and advanced courses; laboratory instruction will also be required. Salary commensurate with qualifications and experience. Position subject to budgetary approval. Closing date for applications — when position is filled. Applications, including a curriculum vitae and names of three referees should be sent to: Dr. David Stiles, Head, Department of Chemistry, Acadia University, Wolfville, N.S., Canada, B0P 1X0. In accordance with Canadian immigrtion requirements, this advertisement is directed in the first instance to Canadian citizens and permanent residents.

UNIVERSITY OF NEW BRUNSWICK. Department of Chemistry. Physical Chemistry, Physical-Organic Chemistry or related area. Assistant or Associate Professor. The Chemistry Department is seeking well qualified candidates with expertise in physical chemistry including physical-organic chemistry or physical-biochemistry of macromolecules. Applications are also encouraged from outstanding candidates in other areas of chemistry. Applicants should have a strong commitment and demonstrated ability to develop a creative research program. This position is subject to budgetary approval. Send applications to J.A. Findlay, Chairman, Chemistry Department, University of New Brunswick, Bag Service #45222, Fredericton, N.B., Canada, E3B 6E2 and include complete biographical data with publication list, reprints of recent papers, names and addresses of three referees, a short research proposal and a statement of teaching experience and interests. In accordance with Canadian Immigration requirements, priority will be given to Canadian citizens and permanent residents.

COMBINATORICS & OPTIMIZATION

UNIVERSITY OF WATERLOO. Department of Combinatorics & Optimization. Applications are being accepted for the position of Assistant Professor in the area of Continuous or Discrete Optimization, starting July 1, 1984. A Ph.D. degree is required and candidates should have proven ability, or the potential, for excellent research and effective teaching. Responsibilities will include the supervision of graduate students. It is desirable that the candidates have some interest in the application of optimization techniques to problems in business, industry and commerce. The successful candidate will be encouraged to become involved in such applications through research contracts. The appointment is expected to enhance the Department's ability to support education in the area of Operations Research at both the graduate and undergraduate levels. Salary will be commensurate with qualifications and experience. Interested individuals should send résumés and the names of three references to Professor P.J. Schellenberg, Chairman, Department of Combinatorics and Optimization, University of Waterloo, Waterloo, Ontario, N2L 3G1. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Subject to availability of funds. It is the intention of the University of Waterloo to fill its regular academic vacancies with recent Ph.D. graduates appointed as Assistant Professors.

COMPUTER SCIENCE

THE UNIVERSITY OF LETHBRIDGE. Faculty of Arts and Science. Department of Mathematical Sciences. Computing Science. 1. Title: Two tenure-track positions, with rank and salary commensurate with qualifications and experience. 2. Qualifications: Ph.D. at or near completion. 3. Responsibilities: Applicants must have a commitment to teaching at the undergraduate level and to do research, and will be expected to play a major role in the development of the computing science program. 4. Salaries Minimum 1983-84: Assistant Professor $28,319; Associate Professor $36,262; Full Professor $47,035. 5. Applications, including a curriculum vitae, transcripts and three letters of reference should be sent to: The Chairman, Department of Mathematical Sciences, The University of Lethbridge, 4401 University Drive, Lethbridge, Alberta, T1K 3M4. 6. Effective date: Probationary appointments beginning July 1, 1984, or as arranged. 7. Closing Date: June 15 or until filled. In accordance with Canadian Immigration regulations, this advertisement is directed to Canadian citizens and permanent residents of Canada.

UNIVERSITY OF NEW BRUNSWICK. School of Computer Science. 1. Tenure-Track positions at Assisfant or Associate Professor level. 2 Ph.D. (or be nearing completion of this degree) in Computer Science desirable, various areas — operating systems, software engineering, digital systems and networks, systems design, microprocessors, computer graphics, information systems, artificial intelligence, and numerical methods. 3. Teaching at the undergraduate and graduate levels and collaborative research. 4. Salary and rank commensurate with qualifications and experience. 5. Apply to: Dr. W. Dana Wasson, Director, School of Computer Science, University of New Brunswick, P.O. Box 4400, Fredericton, N.B., Canada, E3B 5A3. 6. Starting July 1st, 1984 or until filled. 7. Deadline: When position filled.

ACADIA UNIVERSITY. School of Computer Science. Applications are invited for one or more three year or tenure-track appointments beginning 1 July, 1984, and two sessional appointments beginning 1 September, 1984, in any specialty area. A Ph.D. in Computer Science or a closely relafed area is preferred, but candidates with an M.Sc. will be considered. Duties include undergraduate and M.Sc. teaching and research, curriculum development, and the usual administrative duties for the tenure-track positions. Rank and salary commensurate with qualifications and experience. Include name, address, and phone number of at least two referees, and apply to: Dr. Wayne Brehaut, Chairman of Selection Committee, School of Computer Science, Acadia University, Wolfville, N.S., Canada, B0P 1X0. For further information, please write to this address or phone (902) 542-2201 (468). In accordance with Canadian Immigration requirements, this advertisement is directed in the first instance to Canadian citizens and permanent residents.

THE UNIVERSITY OF ALBERTA. Department of Computing Science. Applications are invited for three tenure-track positions at the Assistant/Associate Professor levels (subject to final approval). The Department is currently involved in an expansion program to meet increased student enrolment. Candidates must have a Ph.D. in Computer Science or related field or demonstrated equivalent achievement in education and research. Responsibilities include teaching at the Graduate and Undergraduate levels and research. Candidates from all areas will be considered, although preference will be given to applicants with expertise in the areas of Networks, Programming Languages, Software Engineering, Operating Systems and Computer Architecture. Current hardware support included an Amdahl 5860, a network of VAX 11/780's, PDP-11's and well equipped mini and micro computer laboratories. 1983/84 Salary range: Assistant Professor $29,720 to $41,820; Associate Professor $37,420 to $53,658. Send curriculum vitae and names of three references to: Dr. Lee J. White, Chairman, Department of Computing Science, University of Alberta, Edmonton, Alberta, Canada, T6G 2H1. Applications will be accepted until June 30, 1984. The University is an equal opportunity employer but, in accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada.

DALHOUSIE UNIVERSITY. Computing Science. 1. Assistant Professor, tenure-track positions subject to budgetary approval. 2. Ph.D. in any area of computer science, or equivalent. 3. Teaching and research in computing science. 4. Salary commensurate with qualifications and experience. 5. Send curriculum vitae and names of 3 references to Dr. K. Dunn, Chairman, Department of Mathematics, Statistics and Computing Science, Dalhousie University, Halifax, N.S., B3H 4H8. 6. Effective July 1, 1984. 7. Closing date — When the positions are filled. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

DENTISTRY

DALHOUSIE UNIVERSITY. Faculty of Dentistry invites applicants for a full-time position in the Division of Oral Diagnosis. Applicants should have post graduate training in Oral Diagnosis, Oral Medicine or Oral Radiology. Responsibilities will include the teaching of these subjects to undergraduate students along with supervision of relafed clinical activities. Significant opportunities for research and professional development are available. Salary and rank commensurate with qualifications and experience. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Interested persons should submit their curriculum vitae and related documentafion to: Dr. A.K. ElGeneidy, Head, Division of Oral Diagnosis, Faculty of Dentistry, Dalhousie University, University Avenue, Halifax, Nova Scotia, B3H 3J5.

DRAMA

UNIVERSITY OF WINNIPEG. Theatre and Drama. The University of Winnipeg's Department of Theafre and Drama is accepfing applications for a 10-month Acting Instructor position which, pending the availability of funds, is planned to commence September 1, 1984. The successful candidate will be responsible for teaching 18 hrs/week of the programme's introductory course. MFA or equivalent professional experience required. Salary commensurate with qualifications. Send letter, résumé and names of three referees to: Per Brask, Chairman, Department of Theatre and Drama, The University of Winnipeg, 515 Portage Avenue, Winnipeg, Manitoba, R3B 2E9. Deadline for application: May 31, 1984.

ECONOMICS

SAINT MARY'S UNIVERSITY. Department of Economics. Applications are being accepted for a new tenure-track position at the lecturer or assistant professor level, commencing in September, 1984. Applicants for the position should have a Ph.D. (completed or near completion), previous teaching experience and a strong commitment to undergraduate teaching and to research. Fields are open but specializations in one or more of the following areas: Economic History, Resource Economics, and Money and Banking, are of particular interest. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Applications, including curriculum vitae, and the names of three references should be forwarded to: Professor Andrew S. Harvey, Chairman, Department of Economics, Saint Mary's University, Halifax, Nova Scotia, Canada, B3H 3C3. Applications will be considered until the position is filled.

ST. THOMAS UNIVERSITY. Economics. Two full-time one-year replacement positions to commence 1 July 1984. Appointments at the lecturer/assistant professor level. Area of specializefion open. Previous teaching experience an asset. Salary in accordance with collective agreement. Apply to Dr. Peter MacDonald, Chair, Department of Social Sciences, St. Thomas University, Fredericton, N.B., E3B 5G3. In accordance with Canadian Immigrafion requirements, this advertisement is directed to Canadian citizens and permanent residents.

EDUCATION

MOUNT SAINT VINCENT UNIVERSITY. Education. Applications are invited for a sessional summer appointment (July 9 - Aug. 15, 1984) to feach a graduate level course on Language in the Curriculum. The course will be concerned with developing a theoretical understanding of the place of language in the curriculum through an examination of active language use in the classroom and the theorefical literature that supports it. Qualifications: experience in teaching graduate level courses in language in the classroom and the examination of classroom practice, recent experience in working with feachers in a school based setting to develop strategies for active language use in the classroom. Send applications with curriculum vitae, relevant scholarly papers and the names of three referees to Dr. Susan Clark, Dean of Human and Professional Development, Mount Saint Vincent University, Halifax, Nova Scotia, B3M 2J6. Closing date for applications: May 30, 1984. In accordance with Canadian Immigrafion requirements, this advertisement is directed to Canadian citizens and permanent residents.

SAINT MARY'S UNIVERSITY. Faculty of Education requires a Lecturer in Educational Psychology for a limited term contracf. Duties include teaching graduate courses and supervision of student teachers. Preference will be given to those holding a Ph.D. degree and qualified in one of developmental psychology, educational measurement and evaluation, or psychological aspects of curriculum development. Previous teaching experience at the secondary school level is considered an important qualification. Applications including curriculum vitae and the names of three references should be addressed to Dr. Michael MacMillan, Dean of Education, Saint Mary's University, Halifax, Nova Scotia, B3H 3C3.

ENGINEERING

TECHNICAL UNIVERSITY OF NOVA SCOTIA Engineering. Applications are invited for a tenure-track position in the Department of Mining & Metallurgical Engineering at the Assistant or Associate Professor level. We seek a person af the doctorate level to develop and teach both undergraduate and graduate courses in Metallurgical Engineering, as well as to carry out research. An interest in physical metallurgy, with research and/or industrial experience, would be an asset. Salary and rank will be commensurate with qualifications and experience. Please send résumé to Dr. W.F. Caley, Professor and Head, Department of Mining & Metallurgical Engineering, Technical University of Nova Scotia, P.O. Box 1000, Halifax, Nova Scotia, B3J 2X4. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and landed immigrants.

McGILL UNIVERSITY. Electrical Engineering. The electrical engineering department of McGill University is seeking a research associate who will be responsible for the day-to-day operations of a research program on thin film applications in Microwave Acoustics and Acoustooptics. Applicants should preferably have a Ph.D. in electrical engineering or engineering physics and have a minimum of two years of post-doctoral or equivalent experimental experience. The successful candidate will be responsible for developing and maintaining the experimental facilities and the computer software capabilities of the research group. Salary is commensurate with experience and qualifications. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens or permanent residents. Letters of application, to include full curriculum vitae and names of three references, should be sent to: E.L. Adler, Department of Electrical Engineering, McGill University, 3480 University Street, Montreal, Quebec, H3A 2A7.

QUEEN'S UNIVERSITY. Department of Chemical Engineering. Applications are invited for a tenure-track appointment. The position, which is new, will expand the Department's activities and capabilities in biochemical engineering, one of its three areas of concentration in research and graduate study. The Department also offers a special program, the Biochemical Engineering Option, which allows undergraduates a minor specialization in biochemical engineering. A doctoral degree in biochemical engineering, or in chemical engineering combined with a strong background in biochemical engineering, is required. Experience in computer control or separation processes related to fermentations is an asset. The appointee will join the Department's Biochemical Engineering Group, which presently has three faculty members, and should develop a vigorous research program complementing existing activities (fermentation process development, bioreactor design). Co-operation is also developing with other departments interested in biotechnology. He or she should be prepared to teach basic chemical engineering courses at the undergraduate level, as well as biochemical engineering courses at both undergraduate and graduate levels. In accordance with immigration regulations, this advertisement is directed in the first instence to Canadian citizens and permanent residents of Canada. Applications, including a curriculum vitae and the names of three referees, should be sent to: Dr. H.A. Becker, Professor and Head, Department of Chemical Engineering, Queen's University at Kingston, Kingston, Ontario, K7L 3N6. Phone: (613) 547-3045.

TECHNICAL UNIVERSITY OF NOVA SCOTIA. Department of Mechanical Engineering. A post-graduate degree program in Naval Architecture and Marine Engineering has been established at the Technical University of Nova Scotia. Applications are invited for a tenure track position in Naval Architecture. Highest priority will be given to individuals specializing in the area of Ship Structural Analysis or Hydroelasticity. Appointment will be made at a salary and rank commensurate with qualifications and experience. An earned doctorate in Naval Architecture or equivalent is required. Applications will be received until the position is filled. Send résumé with names and addresses of three references to: Dr. C.C. Hsiung, Professor of Naval Architecture, Department of Mechanical Engineering, Technical University of Nova Scotia, P.O. Box 1000, Halifax, Nova Scotia, Canada, B3J 2X4. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

THE UNIVERSITY OF WATERLOO. Department of Systems Design Engineering. It is the intention of the University of Waterloo to fill its regular academic vacancies with recent Ph.D. graduates appointed as Assistant Professors. Applications are invited for a tenure track faculty position. Candidates should have a Ph.D. and research interests in some of the following areas: artificial intelligence, CAD/CAM, computer graphics, robotics expert systems. The successful applicant will be expected to teach both undergraduate and graduate courses, and maintain an active research program. Salary according to qualifications. Résumés with names of three references, should be sent to: Professor K. Huseyin, Department of Systems Design Engineering, University of Waterloo, 200 University Avenue W., Waterloo, Ontario, Canada, N2L 3G1. In accordance with Canadian Immigration requirements, ,this advertisement is directed to Canadian citizens or permanent residents. Closing date for receipt of applications is July 1st, 1984.

McGILL UNIVERSITY. Department of Mining and Metellurgical Engineering. Professor of Extractive Metallurgy. Applications are invited for a full time tenure track position in extractive metallurgy. The initial appointment will be at the assistant professor level. Applicants are expected to be able to teach and to develop research programs in either nonferrous extractive metellurgy or in mineral processing. A Ph.D. degree is essential for this position. Please send a curriculum vitae and the names of three references by May 30 to: Professor J.E. Gurzleski, Chairman, Department of Mining and Metallurgical Engineering, McGill University, 3450 University St., Montreal, P.Q., H3A 2A7. This application is directed to Canadian citizens or landed immigrants.

UNIVERSITY OF NEW BRUNSWICK. Department of Electrical Engineering. Applications are invited for a faculty position beginning July 1, in the Department of Electrical Engineering, University of New Brunswick, Fredericton Campus subject to final approval of funding. Candidates should have an interest in graduate and undergraduate teaching in digital systems/computer engineering with emphasis on microprocessor applications and a strong research capability in related areas. The Department has a full-time faculty of 15 members, an undergraduate enrollment of 300, and a B.Sc.E. program with options in electronics, communications and fields, power apparatus and systems, control and computer engineering. In addition there are 40 graduate students working in the above areas. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Résumé and the names of three referees should be sent to: Dean of Engineering, University of New Brunswick, P.O. Box 4400, Fredericton, N.B., Canada, E3B 5A3.

UNIVERSITY OF WATERLOO. Department of Electricel Engineering. Applications are being accepted for the position of Assistant Professor in the areas of semi-conductor devices, computer-aided design, computer engineering and high voltage engineering. Qualifications include a Ph.D. in Electrical Engineering and a commitment to excellence in research and teaching at both the undergraduate and graduate levels. Candidates will be expected to conduct a high quality research program in an area compatible with the interests in the department. Salary offered will depend on qualifications. The minimum salary for the assistant professor level is $25,300. Those interested should send their résumés to the Chairman, Department of Electrical Engineering, University of Waterloo, Waterloo, Ontario, N2L 3G1. Effective date of appointment is 1 July, 1984 but positions will remain open until filled. It is the intention of the University of Waterloo to fill its regular academic vacancies with recent Ph.D. graduates appointed as Assistant Professors. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

ENGLISH

UNIVERSITE SAINTE-ANNE. English. English Teacher (ESL). The Université Sainte-Anne invites applications from qualified ESL teachers for a one-semester appointment (from September to December 1984). Salary, which includes room and board, is highly competitive. Persons with appropriate TESL qualifications and teaching experience are encouraged to send a detailed curriculum vitae and the names of three referees to: Dr. Sylvestre Muise, Vice-recteur à l'enseignement, Université Sainte-Anne, Church Point, Nova Scotia, B0W 1M0. (902) 769-2114, local 113.

ST. THOMAS UNIVERSITY. English. The Department of English at St. Thomas University invites applications for a one-year, limited term, sabbatical replacement at the rank of assistant professor, effective 1 July, 1984. Candidates should have the Ph.D. and some teaching experience. Duties will be to teach two sections of Freshman English (1-200) and one section of Sophomore-Junior English (2-300). Please send application, curriculum vitae, transcripts, and three letters of reference to Professor Richard F. Kennedy, Chairman, Department of English, St. Thomas University, Fredericton, N.B., E3B 5G3. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada.

TRENT UNIVERSITY. Department of English Literature. Winter Session 1984-85. The Department invites applications for the following positions as instructor in English Literature (subject to budgetary approval) in the 1984-85 Winter Session to teach English/Cultural Studies 295: Science Fiction: 1) on the Trent campus, during the day on Thursdays; 2) in Oshawa, at Durham College on Thursday evenings. In both locations, the successful applicant will have full responsibility for teaching the course, including lecturing, the conduct of seminars and marking. Candidates may apply for both positions or for either of them (please specify). Applications, accompanied by a full curriculum vitae, showing qualifications and previous experience, and giving the names of at least three referees should be sent to: Professor Gordon Johnston, Acting Chairman, Department of English Literature, Trent University, Peterborough, Ontario, K9J 7B8 before 31 May, 1984.

FILM

YORK UNIVERSITY. Faculty of Fine Arts. Teaching positions, Film/Video. 1. Assistant Professor to teach film and video production to undergraduate and graduate students, and to contribute secondarily to the program in film history, theory or screenwriting. Probationary/tenure appointment, September 1, 1984, subject to withdrawal due to budget curtailment. Salary floor: Assistant Professor. (File TT). 2. Visiting Lecturer or Assistant Professor (rank dependent on qualifications) to teach photography and basics of lighting, and Super-8 production, to first year film students. Sessional appointment, September 1, 1984 to April 30, 1985, subject to withdrawal due to budget curtailment. Salary floor of relevant rank. (File S-2). Requirements preferred for (1) and (2) above: M.F.A. or M.A. in film production, or equivalent academic achievement; professional expertise in (at least two of) camerawork, lighting, sound, editing, plus screen credits as producer of independent films and/or television programmes; experience in teaching film and video production at the university level; a keen interest in the areas of film history, theory and screenwriting. 3. Visiting Assistant Professor to teach film theory and history. Sessional appointment, September 1, 1984 to April 30, 1985, subject to withdrawal due to budget curtailment. Salary floor: Assistant Professor. (File S-1). Requirements preferred for (3): Ph.D.; teaching experience at the university level; scholarly publications in the area of the history of industrial organization of film; cultural policy or narrative structure in film; practical experience in screenwriting or film or video production. Apply (indicating file no.) with curriculum vitae and names of three referees, to: Chairman, Department of Film & Video, York University, Downsview (Toronto), Ont., M3J 1P3. Application deadline, June 1, 1984. Positions advertised are subject to budget approval. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

FRENCH

UNIVERSITE CONCORDIA. French Studies Department. Applications are invited for a one-year contractually limited appointment at the rank of Assistant Professor in translation. Duties will include the teaching of translation courses at the undergraduate level and administration of the translation programme. Ph.D. required and some teaching and/or professional experience. The appointment begins June 1st, 1984. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Applications should be sent to: The Chairman, Department of French Studies, Concordia University, 1455, de Maisonneuve boulevard West, Montreal, Quebec, H3G 1M8.

GEOLOGY

UNIVERSITY OF WINDSOR. Department of Geology. Applications for the position of Research Associate in the general area of Engineering Geology are invited. The applicant should have a Ph.D. degree in Geology, Geotechnique, Civil Engineering, Materials Engineering, or Physical Chemistry, as well as background and interest in any one or more of the following subdisciplines: rock mechanics, soil mechanics, hydrogeology, hydrology, clay mineralogy, low-temperature geochemistry, and surface chemistry. The position is renewable annually for up to 3 years. The successful applicant will pursue his own research and collaborate in research projects with members of the Engineering Geology Group of the Department. Applications (with curriculum vitae and names of 3 referees) should be sent to: Dr. Frank Simpson, Chairman, Department of Geology, University of Windsor, Windsor, Ontario N9B 3P4. The appointment will be effective from July 1, 1984. In accordance with Canadian immigration regulations, Canadian Citizens and Landed Immigrants will be given preference. The closing date for receipt of applications is May 31, 1984.

ACADIA UNIVERSITY. Geology Department. Applications are invited for a half-time faculty position at the Assistant or Associate Professor level beginning with the 1984-85 academic year. Prospective candidates must have a Ph.D., and will be required to teach Petroleum Geology and either Geophysics or Clastic Sedimentation as well as particiapte in other faculty activities. Position subject to budgetary approval. Applications and résumé to be sent to: Dr. Barry Cameron, Head, Department of Geology, Acadia University, Wolfville, N.S., B0P 1X0. In accordance with Canadian Immigration requirements, this advertisement is directed in the first instance to Canadian citizens and permanent residents.

GEOSCIENCES

WILFRID LAURIER UNIVERSITY. Geosciences. Post-Doctoral Research Fellow. Applications are invited for a 2-year appointment from specialists in glacier and snow hydrology of high mountain areas. The research fellow would be part of a project funded by the International Development Research Centre in Ottawa, and the Water and Power Development Authority of Pakistan. The project is intended to develop a research basis for the monitoring and forecasting of snow and glacier contributions to the Indus River System. Preference will be given to candidates with mountain field experience. In particular, a completed thesis in the fields of glacier mass balance and/or area snow cover and snowmelt or closely allied glaciological work is desirable. Experience with forecasting models for snow and ice regime rivers would be an asset. The successful applicant would spend extended field seasons in the Karakoram Himalaya and adjacent ranges. He would work with other scientists from Canada and Pakistani engineers receiving field training. In addition to analytical work, it is hoped the successful applicant would be able to do some teaching at Wilfrid Laurier and supervise Master's level graduate students. The latter would be on an income supplement basis, to a maximum annual salary of $23,000. Please submit résumé, three letters of reference and copies of publications. Apply: The Chairman, Department of Geography, Wilfrid Laurier University, Waterloo, Ontario, Canada, N2L 3C5. Canadian Immigration regulations require the University to assess applications from Canadian citizens and landed Immigrants of Canada before considering foreign applicants.

INTERNATIONAL RELATIONS

QUEEN'S UNIVERSITY. Centre for International Relations. Applications are invited for: Junior Research Associate. A position for Junior Research Associate will become vacant at the Centre for International Relations, Queen's University, Kingston in September 1984. Field: international relations with a specialty in strategic studies; completed or nearly completed Ph.D. required. Appointment from 1 September 1984 for one to two years. Applications with C.V. and other relevant information to Professor Nils Orvik, Centre for International Relations, Queen's University, Kingston, Ontario, K7L 3N6.

LAW

THE UNIVERSITY OF BRITISH COLUMBIA. Faculty of Law. Legal historian (possibly up to Associate level). Subject to availability of funds, the Faculty of Law, University of British Columbia, plans to hire (for up to a three year non-tenured term, from 1 July, 1984) a person qualified: A) To lecture and offer research seminars in general legal history B) To work on Judicial — Legal — Police archival projects. The ideal candidate would have a Ph.D. in History, together with legal qualifications, and must be able to demonstrate extensive teaching, publishing, and research experience in medieval to modern legal records. Send curriculum vitae plus the names and addresses of three referees to: Professor James P. Taylor, Chairman, Appointments Committee, Faculty of Law, The University of British Columbia, 1822 East Mall, Vancouver, B.C., V6T 1Y1. Closing date for receipt of applications — 1 June, 1984.

MANAGEMENT

THE UNIVERSITY OF LETHBRIDGE. Mengement. The University of Lethbridge requires an Assistant Professor, School of Management. This is a tenure-track position. Responsibilities are in quantitative methods for management and computer applications in business. Applications: Applications, including a curriculum vitae, official transcripts, and the names of at least three referees should be sent to: Dr. George Lermer, Director, School of Management, The University of Lethbridge, 4401 University Drive, Lethbridge, Alberta, T1K 3M4. Effective Date: July 1, 1984. This advertisement is directed to Canadian citizens or permanent residents.

MATHEMATICS

THE UNIVERSITY OF ALBERTA. Department of Mathematics. Applications are invited for up to ten research associate positions (subject to funding) in the fields of Mathematical Biology, Population Ecology, Point Set Topology, Univalent Functions, Spline Interpolation and Combinatorial Ring Theory, starting on September 1, 1984. Duties include research and some teaching. Ph.D. required. Salary range up to $28,000 per annum. Send résumé and arrange for three letters of reference to be sent to Dr. J.W. Macki, Chairman, Department of Mathematics, University of Alberta, Edmonton, Alberta, T6G 2G1. The University of Alberta is an equal opportunity employer but, in accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Closing date for applications is June 15, 1984.

UNIVERSITY OF NEW BRUNSWICK. Mathematics. The Department of Mathematics and Statistics at the University of New Brunswick, Fredericton, expects to have an opening, (subject to budgetary approval) as of July 1, 1984, possibly a tenure track position. Ph.D. preferred. Duties to include undergraduate teaching and research. Send an up-to-date curriculum vitae and the names of three referees to Dr. G.R. Mason, Chairman, Department of Mathematics & Statistics, University of New Brunswick, P.O. Box 4400, Fredericton, N.B., E3B 5A3. Applications will be received until the position is filled. In accordance with Canadian Immigration requirements this advertisement is directed to Canadian citizens and legal residents of Canada.

UNIVERSITY OF NEW BRUNSWICK. Mathematics. The Department of Mathematics and Statistics at the University of New Brunswick, Fredericton, may have an opening as of July 1, 1984, for a probationary Mathematics position at the rank of Instructor, subject to budgetary approval. Minimally, a Masters degree is required. Principal duty will be undergraduate teaching. Send an up-to-date curriculum vitae and the names of three referees to Dr. G.R. Mason, Chairman, Department of Mathematics & Statistics, University of New Brunswick, P.O. Box 4400, Fredericton, N.B., E3B 5A3. Applications will be received until the position is filled. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and legal residents of Canada.

BRANDON UNIVERSITY. Department of Mathematics and Computer Science. 1) Assistant Professor (3 year term contract). This position is subject to budgetary approval. 2) Ph.D. in Mathematics. Some teaching experience would be an asset. 3) Teaching of Mathematics for a three year and four year undergraduate program. The development of a research program is also desirable. 4) Depending on qualifications and experience, current floor for Assistant Professor is $25,900. (1983-84 scale). 5) Applications with detailed curriculum vitae and names and addresses of three referees should be sent to: E. Cristall, Chairman, Department of Mathematics and Computer Science, Brandon University, Brandon, Manitoba, R7A 6A9. Applicants should request that referees to send their references directly to the above. 6) September 1, 1984. 7) May 30, 1984 or when position is filled.

MEDIAEVAL STUDIES

PONTIFICAL INSTITUTE OF MEDIAEVAL STUDIES. Applications are invited for the post of Assistant or Associate Professor to contribute to the Program in the History of Christian Philosophy in the West by filling needs in late mediaeval philosophy, especially in the philosophy of Duns Scotus. It is required that the candidate have completed his Ph.D. and have a research and publishing record of high quality commensurate with the rank and the area indicated. The candidate will be expected to have expertise in paleography and in the edition of Latin texts in the field covered by the Program. The duties include graduate teaching, research, the supervision of graduate students in editing texts, comprehensives, theses etc. The salary is to be negotiated. Applications with c.v.'s and letters of reference should be submitted by 31 May, 1984 to Professor Michael Sheehan, Chairman, Personnel Committee, Pontifical Institute of Mediaeval Studies, 59 Queen's Park Crescent East, Toronto, Canada, M5S 2C4. The appointment is to take effect September, 1985. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

MEDICINE

UNIVERSITY OF SASKATCHEWAN. Medicine. An academic full-time position is available for a hematologist as a joint appointment in the Departments of Medicine and Pathology at the University of Saskatchewan and the University Hospital — Saskatoon. Responsibilities include teaching, research, consultant patient care and service laboratory supervision in negotiable time proportions. Canadian certification in Internal Medicine and Hematology will be required before commencement of appointment. Address replies to: Dr. R.M. Bala, Professor and Chairman, Department of Medicine, University of Saskatchewan, Saskatoon, Saskatchewan, S7K 0X0.

ONTARIO CANCER FOUNDATION. Cancer Research Scientist. Position open for junior career scientist to be associated with a group studying molecular mechanisms of tumour promotion and carcinogenesis. Candidates should have training at the doctoral level and demonstrated ability for independent research in areas such as recombinant DNA and oncogenes, cell transformation systems or animal models. Appointment will include affiliation with the University of Ottawa, Faculty of Health Sciences. After an initial period, the candidate will be expected to obtain continuing support for research from competitive grants. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Applicants should send résumés and the names of three referees to: Dr. H.C. Birnboim, Head, Department of Experimental Oncology, Ontario Cancer Treatment and Research Foundation, Ottawa Regional Centre, 190 Melrose Avenue, Ottawa, Ont. K1Y 4K7, Canada.

UNIVERSITY OF ALBERTA. Medicine. The Faculty of Medicine, University of Alberta, invites applications for the positions of Research Scholar or Senior Scholar at the Assistant Professor (salary $27,720-$39,820) or Associate Professor (salary $35,400-$51,658) ranks, respectively. The successful candidate must have an MD, DDS and/or Ph.D. degree with at least two years of appropriate postdoctoral training and must have demonstrated outstanding potential for an independent research career in the area of the structure and function of biological membranes. These positions will be long-term and will be funded through an external agency, but the incumbents will enjoy the privileges of the University academic rank at which the appointment is made. The granting of these awards is by competition and is made on the basis of excellence. Candidates should forward their curriculum vitae, outlines of proposed research and the names of three references to Dr. E.E. McCoy, Department of Pediatrics, University of Alberta, Edmonton, Alberta, Canada, T6G 2G3. The University of Alberta is an equal opportunity employer but, in accordance with Canada Employment and Immigration regulations, this advertisement is directed to Canadian citizens and permanent residents. Closing Date: July 1, 1984.

UNIVERSITY OF ALBERTA. Department of Anatomy. The Department of Anatomy has openings for two anatomists for tenure-track positions beginning July 1, 1984. These positions will be at the Assistant/Associate Professor rank depending on the qualifications of the applicant. The successful candidate must have a Ph.D. and/or M.D. degree(s) and have demonstrated outstanding ability for independent research. Applicants should also have a strong commitment to teaching and be qualified and prepared to teach in at least two of the following courses: Human Gross Anatomy, Neuroanatomy, Embryology or Histology. Candidates should submit by May 31, 1984; a curriculum vitae and three letters of recommendation to: Dr. K.D. McFadden, Acting Chairman, Department of Anatomy, University of Alberta, Edmonton, Alberta, T6G 2H7. The University of Alberta is an equal opportunity employer, but in accordance with Canada Employment and Immigration regulations, this advertisement is addressed to Canadian citizens and permanent residents.

QUEEN'S UNIVERSITY. Medicine. Queen's University, Department of Medicine, invites applications from persons with training in Cardiology and special expertise in Coronary Care for two geographic full-time positions as directors of the Coronary Care Units at Kingston General Hospital and Hotel Dieu Hospital. The appointees will be responsible for the direction of the Coronary Care Unit, teaching programs for residents and nurses, and for direction of clinical research programs. Preference will be given to candidates with research experience in this area. In accordance with Canadian Immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. Candidates of both sexes are equally encouraged to apply. Send curriculum vitae and names of three referees to: Dr. H.B. Dinsdale, Professor and Head, Department of Medicine, Queen's University, Kingston, Ontario, K7L 3N6.

ONTARIO CANCER FOUNDATION. Chief of Medical Oncology. The Ontario Cancer Treatment and Research Foundation Ottawa Regional Cancer Centre seeks a senior medical oncologist with expertise and interest in patient care, teaching and research. The successful candidate will be: 1. Chief of Medical Oncology at the Ottawa Regional Centre encompassing divisions situated at the Ottawa Civic and Ottawa General Hospitals; 2. nominated for appropriate academic rank in the Department of Medicine, University of Ottawa. Position available immediately. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Apply to Dr. G.E. Catton, Director, Ottawa Regional Cancer Centre, 190 Melrose Avenue, Ottawa, Ont., K1Y 4K7, Canada.

UNIVERSITY OF SASKATCHEWAN. Geriatric Medicine. Full-time Academic Positions (2). Vacancies exist for physicians in Geriatric Medicine in the Division of Geriatric Medicine, College of Medicine, University of Saskatchewan, and University Hospital, Saskatoon. Successful applicants will have higher qualifications in medicine (F.R.C.P.(C)) or equivalent and clinical and teaching or research experience in Geriatric Medicine. Academic rank and salary commensurate with experience. One position is a permanent (tenurable) position the other a sabbatical replacement for the department head (1 year). For further information contact: Dr. Duncan Robertson, Professor & Head: Geriatric Medicine, Box 85, University Hospital, Saskatoon, Saskatchewan Canada, S7N 0X0.

UNIVERSITY OF TORONTO. Medicine. University Department: Surgery, University of Toronto. University Title: Commensurate with experience. Hospital Department: Surgery. Hospital Title: Division Head. Type of Appointment: Clinical/Annual. Qualifications: M.D., F.R.C.S.; Persons applying should have a suitable background in academic and investigative Urology. Nature of Duties: Chief of Urology at Sunnybrook Medical Centre, a major teaching hospital of the University of Toronto. Departmental strengths and interests include Oncology, Urodynamics and Microsurgery. Salary: commensurate with experience. Person to whom enquiries should be sent: Chairman, Search Committee for Chief of Urology, Sunnybrook Medical Centre, 2075 Bayview Avenue, Toronto, Ontario, M4N 3M5. Effective date of appointment: July 1, 1984. Closing date for receipt of applications: June 1, 1984. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

MICROBIOLOGY

UNIVERSITY OF GUELPH. Department of Microbiology. Applications are invited for a tenure-track appointment as Assistant Professor. Applicants should have a broad education in general microbiology, a Ph.D. degree, post-doctoral or industrial experience, and research interests in fermentology (or aspects of microbial physiology related to fermentology), ultrastructure, or fish diseases. Competence in teaching Bacterial Physiology, Microbial Ecology, and/or Microfungi would be an asset. Salary commensurate with experience. The University of Guelph emphasizes the life sciences, has about 11,000 full-time students, and is located 100 km west of Toronto in a city with 75,000 inhabitants. The Department has 16 faculty members and offers an honors B.Sc. program, and M.Sc. and Ph.D. degrees. There are particular research emphases in molecular biology (including virology), microbial technology, ultrastructure, and physiology of fish pathogens. Applicants should send curriculum vitae and the names of three referees, by July 1, 1984, to Dr. K.F. Gregory, Chairman, Department of Microbiology, College of Biological Science, University of Guelph, Guelph, Ontario, Canada, N1G 2W1. Position subject to final budgetary approval.

MUSIC

BRANDON UNIVERSITY. School of Music/Faculty of Education. Applications are invited for a one-year replacement position in elementary music education in 1984-85, with the possibility of a continuing appointment in 1985, subject to funding. Duties to include undergraduate and graduate courses in elementary techniques and methods; supervision of student teachers; thesis advising and supervision. The successful candidate will be conversant in a broad range of elementary techniques and methods and their philosophical rationales. Additional areas of expertise from among early childhood music education, general music, music education research. Special expertise in Kodaly/Orff an advantage. Public school experience and Masters degree required. University teaching experience and Doctorate preferred. Rank and salary commensurate with qualifications. Closing date: May 31, 1984. Interested candidates should send a letter of application, curriculum vitae and three letters of reference (to be sent directly by referees) to: Prof. G.C. Macpherson, Director, School of Music, Brandon University, Brandon, Manitoba, R7A 6A9. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

OCEANOGRAPHY

THE UNIVERSITY OF BRITISH COLUMBIA. Department of Oceanography. Research Position. Recent Ph.D. with experience in statistical methods and geophysical fluid dynamics sought to participate in the analysis and interpretation of data from an array of cyclesondes (profiling current meter, CTD systems) and current meters in the Strait of Georgia. The candidate should also have the potential of modelling the observations in terms of the non-linear low frequency motion of a stratified fluid of variable depth. The position is available as of 1 November, 1984, for a duration of one year and may be renewed for a second year; it will be filled at post-doctoral (ca $20,700) or research associate (up to ca $27,000) level according to the candidate's experience. In accordance with Canadian Immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. Résumés and three letters of reference should be sent by 1 July 1984 to Dr. S. Pond, Dept. of Oceanography, The University of British Columbia, 6270 University Blvd., Vancouver, B.C., Canada, V6T 1W5.

OPTOMETRY

UNIVERSITY OF WATERLOO. School of Optometry. Applications are being accepted for the position of Assistant professor. Preferred qualifications: professional optometric degree (O.D.) and graduate degrees at the

masters or doctoral level. Preferred disciplines: Physiological optics (visual science), pharmacology, theoretical and optometrical Optics. Evidence of sustained research productivity at a high level of quality. Faculty members are expected to instruct in the School's undergraduate, graduate and clinical programmes and carry out research. Salary commensurate with qualifications and experience. Effective date of appointment September 1, 1984. Applications to: Dr. Walwyn S. Long, Director, School of Optometry, University of Waterloo, Waterloo, Ontario, N2L 3G1. Closing date for receipt of applications: July 1, 1984. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. It is the intention of the University of Waterloo to fill its regular academic vacancies with recent Ph.D. graduates appointed as Assistant Professors.

PHYSICAL EDUCATION

YORK UNIVERSITY. Physical Education/Athletics. The Department of Physical Education and Athletics invites applications for a two-year sessional appointment, effective July 1, 1984. Responsibilities will include coaching women's volleyball and teaching research methods, statistics and skilled performance, and motor learning. The successful candidate should hold a Master's degree or equivalent in the area and have proven experience in coaching volleyball. Salary is at the base lecturer level. Letter of application, curriculum vitae and names and addresses of three referees should be sent to: Dr. S.G. Robbins, Chairman and Director, Department of Physical Education and Athletics, York University, 4700 Keele Street, Downsview, Ontario, M3J 1P3. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

PHYSICS

YORK UNIVERSITY. Department of Physics. Applications are invited for a tenure-track appointment as Assistant Professor in the field of Theoretical High Energy (elementary Particle) Physics. The successful candidate will have had at least two years post-doctoral experience and will be expected to teach courses in nuclear and particle physics at the undergraduate and graduate levels and to pursue an active research programme. The appointment is subject to final funding approval. In accordance with Canadian Immigration requirements this advertisement is directed to Canadian citizens or permanent residents of Canada. Applications consisting of a curriculum vitae with the names of three referees (including the candidate's two most recent supervisors or collaborators) should be sent before May 31st, 1984 to: Professor W.J. Megaw, Chairman, Department of Physics, York University, 4700 Keele Street, Downsview, Ontario, M3J 1P3, Canada.

UNIVERSITY OF WATERLOO. Physics. Applications are being accepted for the position of Post-doctoral Fellowships at the University of Waterloo. The Department of Physics is offering several post-doctoral fellowships for research work in the areas of experimental and theoretical solid state physics, biophysics, atomic and molecular physics, surface physics and energy conversion and storage. The fellowships are for a period of 1 year and are renewable for a second year by mutual agreement. Some teaching duties may be arranged. A brochure outlining current research programs will be senf on request. Applicants should send a resume and names of 3 references to Prof. F.W. Boswell, Department of Physics, University of Waterloo, Waterloo, Ontario, Canada, N2L 3G1. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

POLITICAL SCIENCE/STUDIES

ALGOMA UNIVERSITY COLLEGE. Department of Political Science. The Department will be making a replacement appointment in political theory at the assistant professor or lecturer level. The term of the appointment will be for one year beginning in July 1984. Teaching responsibilities include three courses: introduction to political science; contemporary political theory; and Marx, Marxism and socialism. Candidates with a completed Ph.D. (or A.B.D.) and teaching experience are asked to send applications to Dr. Thomas A. Allaway, Associate Dean, Algoma University College, 1520 Queen Street East, Sault Ste. Marie, Ontario P6A 2G4. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and landed immigrants.

UNIVERSITY OF PRINCE EDWARD ISLAND. Political Studies. 1. Applications are invited for an 8-month replacement appointment at the Assistant Professor or lecturer level. 2. Ph.D. preferred. 3. The appointee will be expected to teach courses in Public Administration and Public Policy — Canadian focus (with business-government emphasis in second term); Quantitative Approaches to Political Analysis (Methods), and Introductory Politics using a problems approach to Global, National & Regional issues. Ability to teach Comparative Politics of Underdeveloped Areas with an Atlantic Region focus would be helpful but is not required. 4. Salary commensurate with qualifications and experience. 5. Send applications and curriculum vitae with the names of three referees to A. Gary Webster, Chairperson, Department of Political Studies, University of Prince Edward Island, 550 University Avenue, Charlottetown, P.E.I., C1A 4P3. Starts: September 1, 1984. 7. Applications will be accepted until the position is filled. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

WILFRID LAURIER UNIVERSITY. Department of Political Science. Applications are invited for an appointment in the Department of Political Science. The rank and duration of the appointment will be commensurate with academic qualifications, research record, and teaching experience. It is expected, however, that the appointment will be at the associate or (senior) assistant level. The Department is prepared to consider applicants with various areas of specialization. The position will remain open until a suitable appointment can be made. The Department has a graduate and undergraduate program. Applications, including curriculum vitae and the names of three referees, should be sent to Dr. John McMenemy, Chairman, Department of Political Science, Wilfrid Laurier University, Waterloo, Ontario, N2L 3C5. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

THE UNIVERSITY OF ALBERTA. Department of Political Science has an opening for a tenure-track appointment, commencing July 1, 1984, at the assistant professor level, in the field of comparative politics. Ph.D. should be completed. Preference will be given to applicants with a track record of publication. A concentration and strong research interest in developmental theory is required. Applicants should be prepared to teach the methodology of comparative politics. Preferred areas of concentration are Africa or East Asia. The 1983-84 salary range for assistant professors is $29,720 - $37,420. Closing date: when position is filled. The University of Alberta is an equal opportunity employer, but in accordance with Canadian Immigration requirements, this advertisement is addressed to Canadian citizens and permanent residents of Canada. Send applications (including curriculum vitae and names of three referees) to Professor F.C. Engelmann, Chairman, Department of Political Science, University of Alberta, Edmonton, Alberta, T6G 2H4.

PSYCHOLOGY

SAINT MARY'S UNIVERSITY. Department of Psychology. Assistant Professor. The Department is seeking applications for a tenure-track position. The Department offers M.Sc. programs in Clinical and Industrial/Organizational Psychology. Candidates should have a strong commitment to the development of an active research program. Responsibilities will include teaching at the undergraduate and graduate levels and research supervision. In particular, candidates should be capable of making a teaching contribution in the areas of statistics and quantitative methods. The 1983-84 salary floor for the assistant professor rank is $26,590. Starting date for position is September, 1984. The Nova Scotia Psychologist's Act requires all Psychologists to be registered and defines teaching and research as psychological services; therefore, preference will be given to those candidates who indicate their intention of registering with the Nova Scotia Board of Examiners in Psychology. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Applicants should send a letter of application stating their teaching, research and professional interests, a vitae, and the names of three referees to: Dr. Victor M. Catano, Chairperson, Department of Psychology, Saint Mary's University, Halifax, Nova Scotia, B3H 3C3.

ST. FRANCIS XAVIER UNIVERSITY. Psychology. 1) The Department of Psychology of St. Francis Xavier University invites applications for the position of assistant professor. 2) Qualified applicants who have a Ph.D., an active research program and teaching interests which include developmental psychology will be considered. 3) Subject to budgetary approval, appointment to commence September 1, 1984. 4) Curriculum vitae, copies of recent publications and letters of reference should be sent to Dr. M. Schwartz, Department of Psychology, St. Francis Xavier University, Antigonish, Nova Scotia, B2G 1C0. St. Francis Xavier University is an equal opportunity employer. In accordance with Canadian Immigration requirements, this advertisement is directed in the first instance to Canadian citizens and permanent residents.

QUEEN'S UNIVERSITY. Psychology. Assistant Professor — The Department of Psychology at Queen's University seeks applicants for a 1 yr. replacement position during the 1984-85 academic year with a possible 1 yr. extension. Candidates should have a Ph.D. degree in the general field of physiological psychology or behavioural neuroscience and be willing to teach and conduct independent research in this field. Canadian citizens and landed immigrants will be given first preference; males and females will be equally considered. Applicants should send vitae, reprints or preprints and names of references along with a statement of areas of interest to Richard J. Beninger, Ph.D., Chairman Search Committee, Department of Psychology, Queen's University, Kingston, Ontario, K7L 3N6, Canada.

WILFRID LAURIER UNIVERSITY. Department of Psychology. Applications are invited for an appointment in the Department of Psychology in the area of Developmental psychology. It is expected that the appointment will be made at the assistant or (junior) associate level. Additional expertise in an area such as neuropsychology, clinical or statistics would be an asset. The successful candidate will be expected to be an excellent teacher, as well as pursuing an active and productive research program. The Department has both undergraduate and graduate (M.A.) programs. Applicants should submit a curriculum vitae, including the names and addresses of three referees familiar with the applicant's work. The position is open until a suitable appointment can be made. Apply to Dr. D. Morgenson, Chairman, Department of Psychology, Wilfrid Laurier University, Waterloo, Ontario, N2L 3C5. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada.

UNIVERSITY OF SASKATCHEWAN. Psychology. Two, three-year term positions are open in the Department of Psychology with a starting date of July 1, 1984. The appointments will be made at the Assistant Professor level, salary range (1983-84, under review) $27,983 to $36,407. Applied Social Psychology: Applicants with competencies in one or more of the following areas are encouraged to apply: Social research methods; program evaluation and policy research; organizational and/or environmental psychology. Statistics and Research Design: Applicants with expertise in research design and statistics (especially univariate and multivariate analyses), and psychometrics are encouraged to apply. Applicants should forward a curriculum vitae and have at least three referees submit letters of reference to: Thomas B. Wishart, Head, Department of Psychology, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada.

RELIGIOUS STUDIES

McMASTER UNIVERSITY. Religious Studies. The Department of Religious Studies Invites applications for e two-year contractually-limited appointment, contingent upon funding, at the Assistant Professor level, effective July 1, 1984. Specialization in New Testament studies with some expertise in Ancient Judaism. Ph.D. required. The position might later be extended to a tenure-track appointment. In conformity with Canadian Immigration requirements, this advertisement is directed in the first instance to Canadian citizens and permanent residents. Closing date for applications: June 15, 1984. Salary is commensurate with qualitications and experience. Send curriculum vitae and names of three referees to Dr. Gérard Vallée, Chairman, Department of Religious Studies, McMaster University, Hamilton, Ontario, L8S 4k1.

SOCIAL WORK

WILFRID LAURIER UNIVERSITY. Social Work. 1. Applications are invited for a six month position as a sabbatical replacement in the Faculty of Social Work. 2. An M.S.W. degree is required and a doctorate would be preferred. 3. Responsibilities would include teaching courses at the graduate level in work with individuals, families and groups. 4. Salary commensurate with qualitications and experience. 5. Applicants should submit a curriculum vitae and the names of two references to Dr. Shanker A. Yelaja, Interim Dean, Faculty of Social Work, Wilfrid Laurier University, Waterloo, Ontario, N2L 3C5. 6. Appointment will be from 1 January 1985 until 30 June 1985. 7. Applications must be received by 30 June 1984. In accordance with Canadian Immigration requirements, this announcement is directed to Canadian citizens and permanent residents of Canada.

CARLETON UNIVERSITY. School of Social Work. Subject to budgetary approval, the School of Social Work anticipates making a twenty-two month contractual appointment. The appointment will be at the level of Lecturer or Assistant Professor. Preference will be given to candidates able to teach in at least one of the areas of direct practice, community work, social policy, and/or social administration. Candidates must have a doctorate or be near completion of a doctorate. Position to commence September 1, 1984. Send application, including curriculum vitae and names of three references to Roland Lecomte, Director, School of Social Work, Carleton University, Ottawa, Ontario, K1S 5B6. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Open to both men and women.

SOCIOLOGY

ST. THOMAS UNIVERSITY. Sociology. Subject to budgetary approval one full-time one-year replacement position to commence 1 July 1984. Appointment at the lecturer/assistant professor level. Duties include teaching undergraduate courses in Deviance and Criminology, Previous teaching experience an asset. Salary in accordance with collective agreement. Apply to Dr. Peter MacDonald, Chair, Department of Social Sciences, St. Thomas University, Fredericton, N.B. E3B 5G3. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

SPANISH

ST. THOMAS UNIVERSITY. Spanish. 1. Applications are invited for a one year sabbatical replacement in Spanish. 2. Ph.D. in Spanish. Strong track record in committed, innovative teaching at the basic levels. Native or near native fluency in Spanish. 3. Undergraduate teaching of two courses in basic language and one upper level course in literary analysis. 4. Salary and rank are commensurate with qualifications. 5. Send applications to Jonathan Rahn, Acting Chairman, Romance Languages, St. Thomas University, Fredericton, New Brunswick, E3B 2G5. 6. Effective date of appointment, July 1, 1984. 7. Position open until filled. Conditionary upon the availability of financial and budgetary approval. In accordance with Canadian Immigration requirements this advertisement is directed to Canadian citizens and permanent residents.

STATISTICS

UNIVERSITY OF NEW BRUNSWICK. Statistics. The Department of Mathematics and Statistics at the University of New Brunswick, Fredericton, expects to have an opening for a one year replacement position as of July 1, 1984, subject to budgetary approval. Ph.D. preferred. Duties to include undergraduate teaching and research. Send an up-to-date curriculum vitae and the names of three referees to Dr. G.R. Mason, Chairman, Department of Mathematics & Statistics, University of New Brunswick, P.O. Box 4400, Fredericton, N.B., E3B 5A3. Applications will be received until the position is filled. In accordance with Canadian Immigration requirements this advertisement is directed to Canadian citizens and legal residents of Canada.

VETERINARY MEDICINE

UNIVERSITY OF MONTREAL. Veterinary Medicine. The Department of Pathology and Microbiology of the Faculty of Veterinary Medicine of the Montreal University in St. Hyacinthe offers the possibility of a post-doctoral training in viral proteins' chemistry. Interested candidate must have a Ph.D. diploma and some experience in the following: One and two dimensions electrophoresis techniques; Autoradiography; (HPLC) Liquid chromatography; Peptide cartography; Radioactive labeling; Radio-immunological assay; Tissue culture. Work: St. Hyacinthe. Starting Date: June 1984. Period: One year, renewable for a second term. Salary: Negotiable upon experience. Interested candidates may send their curriculum vitae and two letters of references to the following address: Dr. Youssef ElAzhary, D.V.M., Ph.D., Faculty of Veterinary Medicine, University of Montreal, Department of Veterinary Pathology and Microbiology, P.O. Box 5000, St. Hyacinthe, QC, Canada, J2S 7C6.

UNIVERSITE DE MONTREAL. Médecine vétérinaire. Le Département de pathologie et de microbiologie de la Faculté de médecine vétérinaire de l'Université de Montréal offre *la possibilité d'un stage post-doctoral dans le domaine de la chimie des protéines virales.* Le candidat doit posséder un diplôme de troisième cycle et de l'expérience dans les domaines suivants: techniques d'électrophorése (une ou deux dimensions); autoradiographies; chromatographie en phase liquide (HPLC); cartographie peptidique; techniques de marquage (radioactive-labeling); essais radioimmunologiques; culture de tissus. Lieu de travail: Saint-Hyacinthe. Début: Juin 1984. Duree: Un an renouvelable pour une deuxiéme année. Les personnes intéressées peuvent laire parvenir leur curriculum vitae avec deux lettres de rélérences à l'adresse suivante: Dr. Youssef ElAzhary, D.M.V., Ph.D., Faculté de médecine vétérinaire, Université de Montréal, Département de pathologie et microbiologie, C.P. 5000, Saint-Hyacinthe, QC, Canada, J2S 7C6.

ZOOLOGY

UNIVERSITY OF ALBERTA. Department of Zoology. Applications are invited for an NSERC University Research Fellowship position. Applicants should have a Ph.D. degree or equivalent, preferably with post-doctoral experience. The Department is interested in an individual with research interests in the field of Boreal Population Ecology, particularly aspects of regulation and/or modelling of Boreal Vertebrate Populations. Position will involve some teaching responsibilities appropriate for the specialization of the appointee. It is intended that the awardee be considered for a tenured position at the end of the 5-year NSERC URF appointment. Salary commensurate with experience, equivalent to Assistant Professor level, 1983-84 base, $29,720. Submit complete curriculum vitae with names of three referees and reprints by June 15, 1984 for consideration in the November 1984 NSERC competition to: Dr. R.E. Peter, Acting Chairman, Department of Zoology, University of Alberta, Edmonton, Alberta, T6G 2E9, Canada. The University is an equal opportunity employer but, in accordance with Canadian Immigration and NSERC requirements, this advertisement is directed to Canadian citizens and permanent residents.

POSITION WANTED

NUTRITIONIST/MATERNAL & CHILD HEALTH/PROGRAM PLANNING & EVALUATION: Ph.D. in Nutrition, recent M.S.P.H. in Maternal & Child Health, emphasis in program planning and evaluation. Ten years university faculty and independent research largely with native Canadians. Desires a challenging senior public health position in which can use research methodologies, program planning, and evaluation. Phone 919-942-0649.

FACULTY EXCHANGE CENTRE

THE FACULTY EXCHANGE CENTRE, non-protit, faculty-administered, helps arrange teaching and/or housing exchanges within North America and overseas. For details send self-addressed envelope and two postal coupons to 952 Virginia Avenue, Lancaster, Pennsylvania, U.S.A., 17603.

ACCOMMODATION

FAMILY HOME TO RENT/Sabbatical Leave. Move in first days of July. All furnished. Four bedrooms 1st floor and basement finished. Five minutes drive to Laval University. Near school, bus station and other facilities. Call: daytime, (418) 656-7784; evening, (418) 659-2248.

FOR RENT — London, Ont. Prolessor's 3 bedroom home available during sabbatical leave, mid-Aug., '84 to Aug. '85 (negotiable). Completely furnished. Adjacent to U.W.O. campus. One block to buses, stores, banks. $850/month plus utilities. Tel. (519) 432-9780 or write A. Relmer, 1121 Sunset Ave., London, Ont. N6A 2Y5.

SABBATICAL HOUSE FOR RENT. Ville Saint-Laurent, near Montreal. Close to Universities. Semi-detached cottage, 3 bedrooms. Partly furnished. Available August 1, 1984 — June 30, 1985. $550. Prol. J. Duhaime, Théologie, *Université de Montréal, C.P. 6128,* Succ. A, Montréal, Oué. H3C 3J7. Tel: 514-343-3083 or 343-7080.

OTTAWA, For rent — charming, owner-renovated, furnished, 3 bedroom plus study in central heritage neighborhood. 5 appliances. Easy access to University of Ottawa, Carleton University. Walk to National Library and Public Archives, Parliament, downtown shopping and entertainment, good ethnic restaurants in neighborhood. Must be willing to care for 3 cats that come with the house. Available 10 months, Sept. 1, 1984 to June 30, 1985, $800/mo. plus utilities. Write C. Layng, 537 Gilmour St., Ottawa, K1R 5L5.

LATE ADS

CONCORDIA UNIVERSITY. Recreation and Letsure Studies. Non-tenure track position, Assistant Professor level. To teach a combination of the following: Principles of Leisure Services, Therapeutic Recreation, Industrial Recreation. Additional responsibilities in student advising and program committees. Salary commensurate with qualifications. Masters degree required, doctorate preferred. In accordance with Canadian Immigration requirements, preference will be given to Canadian citizens and permanent residents of Canada. Starting date: As soon as possible. Closing date: June 30, 1984. Please send your letter of application, curriculum vitae and the names of three references to: Dr. R.B. Swedburg, Director, Recreation and Leisure Studies, Concordia University, 7141 Sherbrooke St. West, Montreal, Quebec, H4B 1R6.

UNIVERSITY OF WINDSOR. Department of Chemistry. The Department of Chemistry is seeking applicants for a (probationary) Assistant Professorship beginning in January 1985 or at a date to be arranged. This is a regular full-time appointment. The successful candidate will be expected to develop a significant research programme in Analytical Chemistry and to contribute to the Department's teaching at both undergraduate and graduate levels. Candidates should be aware that the Department has particular emphases in Clinical Chemistry, Inorganic and Organometallic Chemistry and Biochemistry and some interaction with one or more of these areas would be welcomed. Candidates should submit a curriculum vitae and a summary of their research interests and the names of three referees to: Dr. John Drake, Head, Department of Chemistry, University of Windsor, Windsor, Ontario, N9B 3P4, from whom further details can be obtained. In accordance with Canadian Immigration regulations, priority will be given to Canadian citizens and permanent residents in Canada.

UNIVERSITY OF WATERLOO. School of Architecture. The School of Architecture, University of Waterloo, is accepting applications from qualified persons for the position of Assistant Professor (delinite-term; one or two year contract with possibility of renewal). Candidates should be accomplished designers with masters degree in architecture, professional registration, and teaching experience. Duties will include teaching and coordinating two terms per year in upper level design studios in the School's undergraduate programme, research, and committee work. The minimum salary will be $25,300 per annum. Preference will be given to Canadian citizens and landed immigrants. Inquiries should be sent to Larry Richards, Director, School of Architecture, University of Waterloo, Waterloo, Ontario, N2L 3G1, betore June 29, 1984.

QUEEN'S UNIVERSITY. Department of Metallurgical Engineering. Applications are invited from qualified individuals for a regular tenure-track appointment in Metallurgical Engineering. Applicants should have a doctorate and a commitment to excellence in teaching and research. They should hold or be eligible for P. Eng. status. Candidates of either sex are equally encouraged to apply; the preferred starting date is August 1st, 1984. Duties will include the development and teaching of undergraduate and graduate courses in physical metallurgy/materials science and research in some field of materials engineering, preferably involving non-metallic materials such as ceramics, cermets, etc. Salary and rank will be commensurate with qualifications and experience but it is hoped that a suitably qualified individual would be available for appointment at the Assistant Professor level. In accordance with Canadian Immigration requirements, priority will be given to Canadian citizens and permanent residents. Applicants should send a detailed curriculum vitae, a statement of *teaching and research accomplishments and interests,* and the names of three referees to: Professor R.W. Smith, Head, Department of Metallurgical Engineering, Queen's University at Kingston, Kingston, Ontario, K7L 3N6. Telephone: 613-547-2657, as soon as possible and not later than June 1st, 1984.

UNIVERSITY OF ALBERTA. Department of Medicine. The Division of Endocrinology and Metabollsm is seeking a Research Scholar with an interest in peptide receptors and protein chemistry to work in the area of Reproductive Biology. The successful applicant must have a Ph.D. degree and preference will be given to investigators who have recent post-doctoral training and who have demonstrated outstanding potential for an independent research career. This is a long-term academic appointment dependent upon successful application for support from an external agency. The granting of these awards is by competition and made on the basis of excellence. The incumbent will enjoy the privileges of the University academic rank at which the appointment is made (Assistant/Associate Professor: $29,720 - $41,820; $37,420 - $53,658). Applicants should forward their curriculum vitae, an outline ot their research interests and the names ot three references to: Dr. P.M. Crockford, Director, Division ot Endocrinology and Metabolism, Department of Medicine, 7-117 Clinical Sciences Building, University of Alberta, Edmonton, Alberta, Canada, T6G 2G3. Closing Date: August 31, 1984. The University of Alberta is an equal opportunity employer, but in accordance with the Canada Employment and Immigration regulations, this advertisement is directed particularly to Canadian citizens and permanent residents.

MOUNT ALLISON UNIVERSITY. Department of Music. 1. Assistant or Associate Professor of Piano (depending upon qualifications), tenurable position. 2. Doctorate and an established reputation as a teacher and performer (or Master's and substantial professional experience). Candidates should have special expertise and interest in the areas of secondary piano, piano pedagogy, and/or accompanying. 3. Teaching piano (primary applied), group piano, and piano pedagogy or accompanying at the undergraduate (B.Mus.) level. 4. Commensurate with rank and experience. Floor for Assistant Professor $23,000. Floor for Associate Professor $29,900. (First collective agreement under negotiation). 5. Dr. Brian J. Ellard, Head, Department of Music, Mount Allison University, Sackville, New Brunswick, Canada, E0A 3C0. 6. Starts July 1, 1984. 7. Deadline: When position is filled. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

MOUNT ALLISON UNIVERSITY. Department of Sociology/Anthropology. The Department of Sociology and Anthropology at Mount Allison University, subject to budgetary approval, seeks a sabbatical leave replacement in Social and Cultural Anthropology to teach three full courses (9 hours per week) in 1984/85. The courses to be taught would include: hall 1st year Introductory Course, halt 2nd year Comparative Societies Course, 3rd year either Social Change or Social Problems, 4th year Anthropological Theory. Candidates should have a Ph.D. or be near completion. Floor for Assistant Professor, $23,000. Application deadline 30 May 1984. Applications, curriculum vitae and three letters of reference should be sent to: Dr. Patrick L. Baker, Department of Sociology/Anthropology, Mount Allison University, Sackville, New Brunswick, E0A 3C0. (In compliance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.)

UNIVERSITY OF OTTAWA. Department of Computer Science. The Computer Science Department is seeking applicants for a tenure-track position. A Ph.D. in Computer Science or a closely related discipline is required. Bilingualism (French and English) would be an asset. Applications will be received until the position is filled. To apply, send curriculum vitae and the names of three references to Dr. Jacques Raymond, Computer Science Department, University of Ottawa, Ottawa, Ontario, K1N 9B4. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

LAKEHEAD UNIVERSITY. Education. Educational Administration. The Faculty of Education at Lakehead University invites applications for a probationary (tenure-track) appointment in Educational Administration commencing July 1, 1984. Candidates should hold a doctorate with studies in such areas as educational law, tinance and politics. A recognized teaching certificate and successful teaching experience are also required. Candidates with a proven record ot research and scholarly activity are preferred. Duties will include an appropriate combination of under-graduate and graduate teaching/student supervision, and research and scholarship. Some off-campus teaching may be involved from time to time. Rank and salary will be commensurate with qualitications and experience. Closing date — when the position is filled. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Curriculum vitaes and the names of three referees should be sent to Dr. R.W. McLeod, Faculty ot Education, Lakehead University, Thunder Bay, Ontario, P7B 5E1.

UNIVERSITÉ D'OTTAWA. Biologie. Le département de Biologie, à l'Université d'Ottawa, recherche pour l'année académique 1984-85 un professeur auxiliaire. La personne choisie devra enseigner en 1ére année le cours "Animaux: Structures et Fonctions" et être disponible pour participer à d'autres enseignements soit en français soit en anglais. Les candidats ayant une spécialisation en biologie cellulaire seront tavorisés. Veuillez soumettre votre candidature le plus tôt possible au Dr. J. McNeill, Directeur, Département de Biologie, Université d'Ottawa, Ottawa, Ontario, K1N 6N5. Conformément aux exigences relatives à l'immigration au Canada, cette annonce s'adresse aux citoyens canadiens et aux résidents permanents.

McGILL UNIVERSITY. Faculty of Music. 1. 9 month replacement appointment — lecturer or assistant professor. 2. Ph.D. in Musicology preferred, or the equivalent; teaching experience essential; 19th century or Renaissance specialization an asset. 3. Teaching of undergraduate and graduate courses in music history (majors and non-majors). 4. 9 month salary: $17,600 (Lecturer); $22,000 (Assistant Professor). 5. Send curriculum vitae and three letters of reference to Prot. D.B. Minorgan, Chairman, Department of Theory, Faculty of Music, McGill University, 555 Sherbrooke St. West, Montreal, PO, H3A 1E3. 6. Starts: September 1, 1984. 7. Deadline: When position is filled. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

YORK UNIVERSITY. Psychology. Applica-

tions are invited for a one-year contractually limited appointment (possibly renewable) in the Dept. of Psychology, Glendon College, York University (subject to budgetary approval). Candidates should possess a Ph.D. degree and be able to teach at normal psychology, statistics, and computer applications in French or English, although teaching may be entirely in French. Curriculum vitae, together with the names of at least three academic referees should be sent to Graham Reed, Chairman, Dept. of Psychology, Glendon College, 2275 Bayview Avenue, Toronto, Ontario, M4N 3M6 by May 30, 1984.

YORK UNIVERSITY. Psychology. Applications are invited for a probationary tenure or contractually limited appointment at the assistant professor level in the Psychology Department, Glendon College, York University (subject to budgetary approval). The successful applicant will be initially expected to teach undergraduate courses in both English and French and eventually contribute to the York graduate programme. Candidates should possess a Ph.D. degree and be prepared to teach in the areas of perception, psycholinguistics and ethology/comparative psychology. Curriculum vitae together with the names of at least 3 academic referees should be sent to Graham Reed, Dept. of Psychology, Glendon College, 2275 Bayview Avenue, Toronto, Ontario, M4N 3M6. Deadline for applications is May 30, 1984. In accordance with Canadian Immigration requirements this advertisement is directed to Canadian citizens and permanent residents of Canada.

UNIVERSITE YORK. Psychologie. Sous réserve d'approbation budgétaire, le département de psychologie du Collège Glendon de l'Université York met en concours un poste pouvant mener à la permanence, au niveau de professeur adjoint. Le candidat sélectionné devra, dans un premier stade, pouvoir enseigner des cours de premiers cycles en français et en anglais, et devra eventuellement participer au programme d'études de deuxième et troisième cycles. Les candidats devront être titulaires d'un doctorat et pouvoir enseigner dans les domaines de la perception et de la psycholinguistique et en ethologie — la psychologie comparative. Prière d'envoyer curriculum vitae et les noms de 3 répondants à Monsieur Graham Reed, Département de psychologie, Collège Glendon, Université York, 2275 rue Bayview, Toronto, Ontario, M4N 3M6. Date limite de réception des candidatures le 30 mai 1984. Conformément aux exigences relatives à l'immigration du Canada ce poste est offert aux citoyens Canadiens et residents permanents.

UNIVERSITE YORK. Psychologie. Sous réserve d'approbation budgétaire, le Département de psychologie du Collège Glendon, de l'Université York met en concours un poste d'enseignement pour une durée d'un an. Les candidats devront être titulaires d'un doctorat et être capables d'enseigner la statistique, la psychologie anormale et l'utilisation des ordinateurs en français et en anglais. La majeure partie de leur enseignement se fera toutefois en français. Prière d'envoyer curriculum vitae et le nom de 3 répondants a Monsieur Graham Reed, Directeur du Département de psychologie, Collège Glendon, Université York, 2275 rue Bayview, Toronto, Ontario, M4N 3M6. Date limite de réception des candidatures le 30 mai 1984. Conformément aux exigences relatives à l'immigration du Canada ce poste est offert aux citoyens Canadiens et residents permanents.

YORK UNIVERSITY. Philosophy. Subject to final budgetary approval a contractually limited position will be available July 1, 1984. This is a cross appointment between the Dept. of Philosophy and multi-disciplinary studies, with half of the duties being assigned by each Dept. Demonstrated ability to teach in both English and French is indispensable. A Ph.D. in Philosophy and prior teaching experience at the university level in philosophy and critical thinking are required. Publications in either of these fields are highly desirable. In accordance with Canadian Immigration requirements this advertisement is directed to Canadian citizens and permanent residents. Formal applications should be forwarded to Prof. Stanley Tweyman, Chairperson, Dept. of Philosophy, Glendon College, 2275 Bayview Ave., York University, Toronto, Ont., M4N 3M6 by May 30, 1984.

UNIVERSITE YORK. Philosophie. Sous reserve d'approbation budgétaire, mise en concours d'un poste de professeur sous contrat fixe, le poste et les fonctions seront partagés à parts égales entre les départements de philosophie et d'études pluridisciplinaires. Le candidat choisi devra pouvoir enseigner en français et en anglais. Conditions requises: doctorat en philosophie et expérience de l'enseignement en philosophie et pensée critique au niveau universitaire. Des publications dans un de ces domaines ou dans les deux constituent un atout important. Conformément aux exigences relatives à l'immigration au Canada, ce poste est offert aux citoyens Canadiens et aux residents permanents. Prière d'envoyer les candidatures à M. Stanley Tweyman, Directeur du Département de philosophie, Collége Glendon, Université York, 2275 ave. Bayview, Toronto, Ontario, M4N 3M6, avant le 30 mai 1984.

YORK UNIVERSITY. History. Subject to final budgetary approval a positon at the assistant professor level, either tenure-track or contractually limited will be available two thirds in medieval history and one third in humanities. A demonstrated ability to teach in both English and French is indispensable. The Ph.D. is required. Prior teaching experience and publications are highly desirable. Preference will be given to a candidate who specializes in the cultural and intellectual history of the middle ages. A minor field in Islamic history or the history of European expansion would be an asset. The successful candidate will be expected to participate in the graduate program in future years. Send curriculum vitae and the names of three referees to Prof. Michael Horn, Chairman, Dept. of History, Glendon College, York University, 2275 Bayview Ave., Toronto, Ont., M4N 3M6. In accordance with Canadian Immigration requirements this advertisement is directed to Canadian citizens and permanent residents. Appointment effective July 1 or September 1, 1984.

UNIVERSITE YORK. Histoire. Sous réserve d'approbation budgétaire, mise en concours d'un poste de professeur à contrat ou pouvant mener à la permanence, au niveau de professeur adjoint, en histoire medievale et en humanités (2/3, 1/3). Conditions requises: le candidat choisi devra pouvoir enseigner en français en en anglais, doctorat obligatoire; expérience de l'enseignement et publications préférables. Préférence sera accordée au candidat specialisé en histoire culturelle et intellectuelle du moyen age. Une spécialisation sécondaire en histoire de l'Islam ou en histoire européenne serait souhaitable. La personne choisie devra eventuellement participer aux programmes de deuxième et de troisième cycle. Priére d'envoyer curriculum vitae et le nom de 3 répondants à M. Michel Horn, Directeur, Département d'Histoire, Collége Glendon, Université York, 2275 ave. Bayview, Toronto, Ontario, M4N 3M6. Conformément aux exigences relatives à l'immigration du Canada, ce poste est offert aux citoyens Canadiens et residents permanents. Date d'entrée en fonction: 1 juillet ou 1 septembre 1984.

UNIVERSITE YORK. Français. Mise en concours de deux postes de chargé d'enseignement en didactique de la langue française (poste susceptible de devenir permanent). Conditions requises: Maitrise en didactique des langues, du equivalent, expérience dans l'enseignement du français langue seconde. Fonctions: Enseignement, recherche et participation a l'elaboration de programmes d'enseignement du français langue seconde. Salaire: selon la convention collective (1983-84, $19,960.00). Entrée en fonction: 1er juillet 1984. Envoyer curriculum vitae et trois lettres de recommandation au Professeur Jane Couchman, Directrice, Département d'études françaises et hispaniques, Collége Glendon, Université York, 2275 avenue Bayview, Toronto, Ontario, M4N 3M6. Conformément aux exigences relatives à l'immigration au Canada, ces postes sont offerts aux citoyens canadiens et aux résidents permanents. La disponibilité de ces postes reste soumise à des considérations d'ordre budgétaire.

UNIVERSITE YORK. Linguistique. Mise en concours d'un poste de professeur adjoint en linguistique (poste susceptible de devenir permanent). Conditions requises: être titulaire d'un doctorat en linguistique (ou d'un diplome equivalent) de préférence avec spécialisation en morphologie, syntaxe, étude linguistique du français Canadien, théories modernes de la linguistique. Expérience dans l'enseignement de la linguistique au niveau universitaire. Fonctions: enseignement, recherche, participation à l'élaboration du programme de linguistique, participation au programme de traduction et/ou d'enseignement des langues, participation à la vie de département et du collège. Salaire: selon la convention collective. Entrée en fonction: 1er juillet, 1984. Envoyer curriculum vitae et trois lettres de référence au Professeur Jane Couchman, Directrice, Département d'études françaises et hispaniques, Collége Glendon, Université York, 2275 Avenue Bayview, Toronto, Ontario, M4N 3M6. Conformément aux exigences relatives à l'immigration au Canada, ce poste est offert aux citoyens Canadiens et aux résidents permanents. La disponibilité de ce poste reste soumise à des considérations budoétaires.

UNIVERSITY OF ALBERTA. Department of English. Sessional Lectureships. Canadian citizens or landed immigrants are invited to apply for full-time or part-time appointments in the 1984-85 year (September 1 to April 30), renewable for a total of four years subject to satisfactory performance and availability of funds. Weekly full-time teaching load: nine or ten hours. Current salary schedule: $19,813 for first appointment at Ph.D. 1 level and $5,359 per full-year course at ABD 1 level. Please address all enquiries and applications to: L. Woodbridge, Associate Chairman, Department of English, University of Alberta, Edmonton, Alberta, T6G 2E5. Only applications which include a curriculum vitae, letters of reference, and academic transcripts will be considered. The University of Alberta is an equal opportunity employer.

McGILL UNIVERSITY. Faculty of Agriculture. The Department of Renewable Resources, Faculty of Agriculture, McGill University, invites applications for a full-time, tenure-track position at the rank of assistant professor in soil science, commencing June 1, 1984. A Ph.D. in the areas of soil genesis and classification, soil minerology, resource inventory and/or land planning is required. The successful applicant will be expected to develop an active research programme in one of the above areas. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and landed Immigrants in the first instance. Send applications with a detailed curriculum vitae and the names of three referees by May 31, 1984 to: Dr. R.D. Titman, Chairman, Department of Renewable Resources, Macdonald College of McGill University, 21111 Lakeshore Road, Ste-Anne de Bellevue, Quebec, Canada, H9X 1C0.

THE UNIVERSITY OF ALBERTA. Department of Food Science. The Food Science Department, University of Alberta, is accepting applications for the position of Director, Alberta Dairymen's Association Research Unit (ADARU). The position carries Academic Staff status, (salary minimum of $30,820.00 per year depending upon qualifications). The successful candidate will be responsible for management of the ADARU and will serve as liaison officer to the industry. Minimum qualifications are an advanced degree in dairy or food science and/or equivalent industrial experience. Apply before June 1st, 1984 to the Chairman, Food Science Department, University of Alberta, Edmonton, Alberta, T6G 2P5, (403) 432-5168. The University of Alberta is an equal opportunity employer but, in accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

McGILL UNIVERSITY. East Asian Studies. Teaching position in Chinese Language/Literature. McGill University, Department of East Asian Languages and Literatures expects an opening for a lecturer in Chinese language and literature, subject to budgetary approval for the academic year 1984-85. Salary to be determined. Please send your curriculum vitae and names of three referees to Dr. Fumiko Ikawa-Smith, Director, East Asian Studies, McGill University, 3434 McTavish St., Montreal, P.Q., H3A 1X9 by May 30, 1984. Canada Immigration regulations require the University to consider applications from Canadian citizens and permanent residents of Canada before all others.

University of Windsor

DIRECTOR
SCHOOL OF DRAMATIC ART

Applications are now being accepted for the position of Director of the School of Dramatic Art. Candidate qualifications include: an earned doctorate or professional equivalency; demonstrated ability to provide academic leadership and administrative co-ordination; a commitment to academic and creative excellence in Dramatic Art, Drama in Education and Speech. The Director is the leader and administrator of the School and serves as Chairperson of the School Council and is responsible for the functioning of the School as an academic and production unit of the Faculty of Arts.

Rank, salary and tenure arrangements are negotiable and will be commensurate with qualifications and experience. The position is subject to budget approval.

The School of Dramatic Art offers a BFA in Dramatic Art and its curriculum is geared to professional training. A BA is offered in Drama in Education and provides intensive training for those who wish to be teachers in Drama and for those who wish to work with exceptional children in various schools and agencies. A BA is offered in Drama and there are many service courses in Speech.

In accordance with Canadian Immigration requirements, this advertisement is directed, in the first place, to Canadian citizens and permanent residents. Appointment effective July 1, 1984

Applicants should send letter of interest, a curriculum vitae, and the names of three references to:

Miss Barbara Birch,
Secretary of the University,
University of Windsor,
Windsor, Ontario N9A 3P4

Application deadline: May 30, 1984

THE UNIVERSITY OF ALBERTA
Dean
Faculty of Engineering

The University of Alberta is seeking an academic and administrative leader for its Faculty of Engineering. Full-time academic staff number 120.

The appointment will take effect before December 31, 1984, or as soon as a candidate selected by a search committee and approved by the Faculty and the Board of Governors is available.

Written nominations or applications for the position, accompanied in the latter case by a résumé of qualifications and experience and the names of three referees, should be submitted by June 1, 1984 to:

The Vice-President (Academic)
The University of Alberta
Room 3-5 University Hall
Edmonton, Alberta, Canada, T6G 2J9

The University of Alberta is an Equal Opportunity Employer.

ECONOMIC BENEFITS. AVANTAGES ECONOMIQUES

CAUT calls for fair taxation of artists and writers

by Richard Bellaire

The CAUT, speaking in March before a special parliamentary committee on taxation, called for "reasonable and fair" taxation procedures for visual and performing artists and writers.

In their testimony to the subcommittee of the Standing Committee on Communications and Culture, representatives of the CAUT led by President Sarah Shorten, strongly recommended that legitimate artistic, literary, scholarly and research expenses be deductible from employment income.

The appearance before the committee was the latest in a series of actions the Association has taken over the past several years to emphasize the urgent need for changes in the Income Tax Act and related regulations. Changes called for by the CAUT would enable properly receipted expenses incurred in connection with scholarly, artistic or research work to be tax deductible in the year of expenditure.

The special five-person parliamentary committee was established in response to a motion put forward by Conservative M.P. Joe Clark in November 1983 and passed unanimously by the House of Commons. The committee is chaired by Douglas Fisher and includes Jack Burghardt, Robert Gourd, David Crombie and David Orlikow. It will hold hearings until mid-April by which time all major artistic and literary groups in the country will have appeared to testify.

In addition to Dr. Shorten, the CAUT delegation included Prof. Virgil Hammock, chair of the Fine Arts Department at Mount Allison; Prof. Walter Mis of the Faculty of Law at the University of Alberta and CAUT's tax consultant; and CAUT Executive Secretary Donald Savage.

Prof. Mis told the committee the Income Tax Act is very restrictive about what is considered an allowable deducation against employment income (for self-employed people or businesses there are many more possible deductions) and this causes serious problems for faculty members. Because of the unique pattern of activity for faculty — including the requirement to do research which for many professors means artistic production or writing — faculty have sizable expenses but no method of deducting the expenses from their employment income under the present income tax system, Prof. Mis said.

In its brief to the committee, the CAUT recommended that artists and writers be able to operate on a cash rather than an accrual basis for purposes of accounting. This refers to an option allowing expenses to be deducted in the year incurred (cash basis) rather than in the year a piece of artwork, book, etc. is sold (accrual). As the Disney Report (a study commissioned by the Secretary of State in 1978 to look at these problems but on whose recommendations the government has never acted) stated:

> It is argued in this respect that the saleability date of sale and sale price of the work of art into which the materials will be incorporated are all uncertain, in a manner and to the extent that is not typical of any other type of "manufacturing" business other than perhaps farming. (p. 27).

The second major point which the CAUT brief and testimony stressed was the need for Revenue Canada to adopt a more reasonable and fair interpretation of "expectation of profit" when dealing with artistic and literary activity. The large majority of re-assessments that have been brought to the attention of the CAUT have concerned this restrictive interpretation by the local tax offices. Local Revenue Canada offices demand quick profits, and when the artist or writer fails to attain a profit, the activity in question is declared "a hobby" and no deductions are allowed.

CAUT emphasized that the legitimacy of the artistic or literary activity must be the real deciding factor and not some unwarranted and misapplied usage of "expectation of profit".

At the hearing, Prof. Hammock focused on the impact the re-assessments are having on the Fine Arts departments of Canadian universities. "It (the policy of Revenue Canada) is a very serious matter across the country and I have been keeping contact with the situation. It is a bad, disheartening experience in general for the visual arts in this country, and it is a giant step backwards," Prof. Hammond said.

In response to the committee's questions, the CAUT stressed repeatedly that the Association was not asking for "special status" for artists and writers; rather it was asking that faculty members who are artists and writers be treated fairly and reasonably given their expenses and the importance of their activity to Canadian society and culture.

On March 26, the Minister of National Revenue, Pierre Bussières, announced his acceptance of one of the recommendations contained in the brief of the Canada Council to the subcommittee. As a result, artists can now deduct travelling expenses related to the production of their art in the year the expenses are incurred. This change affects a very small number of visual artists (artists such as Toni Onley, for example) and, while welcome, does not address the central issues of concern to the CAUT.

Revenue Canada will be the last group testifying before the committee. The committee has said it would welcome any written rebuttal from the CAUT.

The CAUT also testified before the Progressive Conservative Task Force on Revenue Canada March 29. Dr. Shorten and Dr. Savage represented CAUT and Dr. Robert Butts of the University of Western Ontario testified on his personal problems with Revenue Canada.

QUITE RIGHT! ORDINARILY ONE IS CONSIDERED INNOCENT UNTIL HE'S PROVEN GUILTY IN SUCH CASES AS ARSON, RAPE, MURDER AND OTHER MICKEY MOUSE ACTIVITIES. BUT THIS, SIR, IS THE TAX DEPARTMENT!"

Richard Bellaire is a professional officer with the CAUT.

The Tax Collector and You Have You Written Mr. Lalonde?

All members of CAUT have received a special report on the CAUT recommendations to amend the Income Tax Act and its regulations. In summary these are:

1. THAT where employees are required to conduct activities of a scholarly, artistic or research nature, properly receipted expenses which are not reimbursed by an academic institution or grant be deductible from employment income by such employees in the year of expenditure.
2. THAT the recommendations of the report of the Secretary of State, "Federal Tax issues of Concern to the Arts Community of Canada" (The Disney Report), be applied in the context of the use of the criterion of "reasonable expectation of profits" in judging the deductibility of professional expenses by writers and artists.
3. THAT the Secretary of State recommend to the Minister of Finance that the Tax Policy Branch be instructed to resolve existing definitional problems and to draft an amendment to Section 10 of the *Income Tax Act* which will enable artists and writers to operate their accounting on a cash basis.
4. THAT the federal government enact legislation similar in principle to the *Administrative Procedure Act* (U.S.) to enable taxpayers to participate in the formulation of regulations;

   THAT the above proposed legislation apply to new and/or revised interpretations emanating from Departmental sources including new and/or revised interpretations resulting from individual cases decided by the courts.

If you agree with these, please write to Hon. Marc Lalonde M.P. with copies to some or all of the following:

Douglas Fisher, M.P., Chair, Special Sub-committee on Taxation and Artists; Brian Mulroney, M.P., Leader of the Official Opposition; David Crombie, M.P., Progressive Conservative critic; Perrin Beatty, M.P., Chairman Progressive Conservative Task Force; David Orlikow, M.P., New Democratic Party critic; The Hon. Francis Fox, Minister of Communications and Culture; The Hon. Serge Joyal, Secretary of State; CAUT, 1001-75 Albert St., Ottawa K1P 5E7.

Address for M.P.s and Ministers, Parliament Buildings, Wellington St., Ottawa K1A 0A6.